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ABSTRACT

This handbook establishes current and consistent terms, definitions, and classification codes to maintain, collect, report, and exchange comparable information about students. The handbook is useful to public and private agencies and educational institutions, researchers, policy makers, and members of the public interested in student data. The definitions are consistent with current state and local practice, national standards movements, and federal reporting requirements as a consensus of what is considered "best practice" in data collection. The Handbook includes these chapters: (1) "Introduction"; (2) "The Handbook"; (3) "Building a Student Record System"; (4) "Data Elements and Definitions"; and (5) "Applications of the Handbook." Twelve appendixes present comprehensive lists of coding options, code designations, and the names of contributors to this edition. (SLD)

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Student Data Handbook

Elementary, Secondary and Early Childhood Education: 2000 Edition

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April 2000

Student Data Handbook Elementary, Secondary and Early Childhood Education: 2000 Edition

Administrative Records Development Project
Council of Chief State School Officers

Beth Young, Project Officer
National Center of Education Statistics

U.S. Department of Education
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FOREWORD

NCES is pleased to release the *Student Data Handbook for Elementary, Secondary, and Early Childhood Education: 2000 Edition.* This handbook fulfills our responsibility to establish current and consistent terms, definitions, and classification codes to maintain, collect, report, and exchange comparable information about students.

This new publication updates the 1994 edition of the Student Data Handbook. Because student data evolves greatly over time both in the type and format of data maintained, it was essential to develop updated standards that reflect current practices. In fact, beginning with this 2000 edition, the *Student Data Handbook* will be updated annually, with revisions posted on the NCES Web Site.

This national effort was coordinated by the Council of Chief State School Officers under contract to the National Center for Education Statistics. Those individuals and organizations involved in the process truly reflect the interested stakeholders in elementary, secondary and early childhood education data.

NCES has a strong commitment to provide technical assistance and support to the education community to facilitate the collection, reporting, and use of high quality education information. This handbook is one outcome of that commitment. It is a key part of a series of related handbooks and manuals that NCES has published in the past and will continue to develop in the future.

We hope that you find this handbook to be a useful document that will serve you well in many activities.

Gary W. Phillips
Acting Commissioner
National Center for
Education Statistics

Jeffrey Owings
Acting Associate Commissioner
Elementary/Secondary and Libraries
Studies Division

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This document is the result of many individuals from around the country who generously contributed their knowledge, time, and commitment. Starting with the 1994 Student Data Handbook, it has been a collegial effort involving representatives from federal, state, and local education agencies, public and private educational institutions, and national professional associates, as well as educational practitioners and researchers. The 2000 Edition of the Handbook owes an incredible debt to all those who worked to develop the 1994 Edition of the Handbook.

For the 2000 Edition special thanks goes to the Student Handbook Working Group who spent many hours together going over the Handbook one data element at a time, giving invaluable advice and suggestions. A list of the Working Group members appears in Appendix A.

There are a few people who, under contract from the National Center for Education Statistics (NCES) at the Council of Chief State School Officers (CCSSO), prepared the manuscript of this handbook. They are due extra special thanks for the research, phone calls, ideas, formatting, and care they gave the Handbook. Barbara Clements provided updated text for the Chapters and invaluable expertise for the data elements; Oona Cheung provided overall guidance for the process and support for the CCSSO staff time; John Tai was the one who did the research when someone asked a question but didn't provide the answer; and finally, Jason Dennison, who served as the keeper of the master copy and the one who had to do the detail work of formatting the document and incorporating all the suggestions received during the different review cycles of the document.

Reviewers of the final draft of this handbook include Ron Danforth, New York State Education Department, Mary Schifferli and Peter McCabe from the Office for Civil Rights; Patricia McKee from the Office of Elementary and Secondary Education; and from NCES: Robert Atanda, Kathy Chandler, Kerry Gruber, Andrew Kolstad, Jerry Malitz, Edith McArthur, Marilyn McMillen, Jeffrey Owings. And as always, this revision could not have happened without the support, dedication, and "eagle eye" of Lee Hoffman, Program Director of the NCES Elementary/Secondary Cooperative and Institutional Studies Program.

Other local, state, and federal staff provided important reviews of the Handbook in the earlier phases. Their names are listed in Appendix A. Thanks to Education Information Advisory Committee for their support and encouragement. Last but not least, special thanks to members of the National Forum on Education Statistics and specifically, the National Education Statistics Agenda Committee for their help and guidance.

Beth Aronstamm Young
Project Officer
National Center for Education Statistics

EXECUTIVE SUMMARY

To make appropriate, cost-effective and timely decisions about students, educators must have accurate and complete information. Recognizing this need, most education systems have moved from paper documents in filing cabinets to automated student information systems. These systems provide teachers and others concerned with effective program design with day-to-day access to information about the students' background, learning experiences, and performance. They also provide the flexibility necessary to supply aggregate data to school boards, state and federal governments, and other interested parties; and to conduct program evaluations. To be effective, however, these systems must record data accurately and comparably for all students, in all places, and at all times.

The *Student Data Handbook for Elementary, Secondary, and Early Childhood Education* was developed by the U.S. Department of Education's National Center for Education Statistics (NCES) to provide guidance concerning the consistent maintenance of student information. This handbook is useful to public and private education agencies, schools, early childhood centers, and other educational institutions, as well as to researchers involved in the collection of student data. In addition, the Handbook may be useful to elected officials and members of the public interested in student information. This handbook is not, however, a data collection instrument; nor does it reflect any type of federal data maintenance requirements. It is presented as a tool to help the public and the American school system make information about students more useful and effective in meeting student needs.

This handbook was developed with the assistance of local, state, and federal education representatives and researchers. The definitions included are consistent with current state and local practice, national standards movements, and federal reporting requirements. The terms, definitions, and procedures represent a consensus of what is considered "best practice" in data collection; they should be interpreted and applied according to local, state, and federal reporting requirements and restrictions for confidentiality and security.

- **Standard Data Elements and Definitions**

  The data elements included in this handbook represent the types of student information that could be collected and maintained in permanent or temporary student records, whether in paper format or in an automated database. An attempt has been made to be as complete as possible, with the understanding that many data elements will not be needed for all students.

  Data elements are presented in nine areas:
  A. Personal information
  B. Enrollment
  C. School participation and activities
  D. Non-school and post-school experience
  E. Assessment
  F. Transportation

G. Health conditions
H. Special program participation and student support services
I. Discipline

Each data element is defined, and lists of options and definitions are included where applicable. Data elements are also associated with the entities to which they pertain, such as persons, places, or things, about which data may be stored.

- **Recommendations for Building a Student Record System**

  This handbook provides guidelines for designing student record keeping systems for use by schools, school districts, state education agencies, and other educational institutions. Included is a discussion of the benefits of a well-designed student record system, as well as potential uses of such a system at the school, district, or state level. Also included is a description of a step-by-step process for designing an effective student record system.

- **Focus on State and Local Student Record Applications**

  Communication among various levels of the education system is increasingly important. More and more, states are requiring that schools or districts submit portions of student records to the state. Another growing trend is the electronic transmission of student records when students switch schools/districts or apply to postsecondary institutions. This revision of the Handbook adds detail about automating and exchanging electronic records. Included in one chapter of the Handbook is information about automating student records, with suggestions for formatting data elements and arranging them in a logical and flexible design.

- **References to Other Related Documents**

  This handbook, in conjunction with other NCES documents, provides state and local education officials with important tools for designing and implementing automated information systems. Recent NCES documents dealing with the confidentiality of student records, decision-making about the installation of technology, and ensuring security of technology are important adjuncts to this handbook.

Organization of the Handbook

Chapter 1 provides the user with an introduction to the Handbook and its uses.

Chapter 2 contains a more detailed description of the Handbook's contents and uses of the Handbook. Listings of other related documents that could be useful are also included. In anticipation of future updates, a description of the process for implementing suggested changes has been included.

Chapter 3, Building a Student Record System, discusses the collection, use, and dissemination of data and information about individual students and how student record systems can benefit the students and the school system.

Chapter 4, Definition of Terms, includes a complete list of data terms (with definitions) considered important to the management of schools and the provision of services to students. Each entity listed refers to something, or someone, about which data should be maintained. Each data element refers to a particular aspect of student data for which some need was perceived within the school system. A definition is included for each entity and data element.

Chapter 5 describes possible applications of the Handbook. A table is provided that includes information about data element type and field length, attributes that could be useful to readers designing a data collection system, a survey, or a reporting format.

Following the Glossary and Index are twelve appendices that contain important supplemental information. The appendices include comprehensive lists of coding options for some of the data elements in chapter 4. Included are code designations for states and outlying areas, countries, languages, occupational groupings, medical conditions and treatments, and listings of federal education programs and the names of those who contributed to the development of this revision.

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Chapter 1

INTRODUCTION

Accurate and comprehensive information is needed in order to make appropriate, cost-effective, and timely decisions about students within both public and private schools. Teachers, school administrators, school district administrators, school board members, and state and federal education agency personnel must use such information to plan and implement programs that meet the needs of children with different abilities and requirements, from divergent backgrounds, and of different ages. School health officials and other service providers also use information about individual students to ensure they receive appropriate services.

Information about students has traditionally been kept in school file cabinets, in what is known as the students' "cumulative records." In recent years, the need for more group-level data about students has brought about the maintenance of these records in automated information systems. These systems provide local educators with individually relevant information while meeting the reporting needs for state and national aggregate statistics and analyses. This handbook was designed primarily for users at the local and state level who must have consistent and comparable data in their systems.

Other types of information about education are obtained through national and regional sample-based data collection activities. Researchers from the U.S. Department of Education, federally funded laboratories and research centers, universities, and other public and private organizations provide insights into the needs and performance of the nation's schools and students through surveys such as the National Center for Education Statistics' (NCES) National Education Longitudinal Survey (NELS), and assessment activities such as the NCES' National Assessment of Educational Progress (NAEP). This handbook can be valuable for researchers concerned with accuracy and consistency in designing data collection activities and reporting results of studies on groups of students.

This handbook is intended to serve as a reference document for public and private education agencies, schools, and other centers and institutions serving students from preschool through high school graduation; as well as researchers and the general public. Included are terms (and their definitions) that can be used to collect and maintain information about students in public or private early childhood programs, elementary schools, intermediate/middle/junior high schools, high schools, adult high school programs, and secondary-level vocational/technical institutes. Additional references are described in the next chapter that can help readers ensure the secure and confidential maintenance of student data.

The terms, definitions, and procedures recommended in this handbook represent the combined best judgment of the many professionals who participated in its cooperative development. They are presented as sound practice or principles that should be interpreted and applied according to local, regional, state, and federal needs and requirements. Each school or administrative unit—with guidance from its appropriate state education agency and in support of the policies of its governing board and administrative officers—should determine its own informational requirements and specific processing procedures. After these decisions have been made, the Handbook can be used to plan a student record system and identify and classify desired data elements.

This handbook contains an extensive list of data element terms, but it is not meant to prescribe what data should be collected by any particular school or agency. No governmental agency requires the use of all of the terms, definitions, and procedures included in this handbook; however, care has been taken to make sure that the definitions in this handbook are consistent with many governmental reporting requirements existing at the time of publication. The reader is invited to view the U.S. Department of Education's web site at **http://www.ed.gov** for the most current laws and regulations regarding data collections about federal education programs.

Uses of Student Data

School or school district staff needing data about an individual student or groups of students must have access to pertinent information, whether the student data are maintained in a computer or in a file cabinet. If all data about a student are maintained in the individual student's record, many uses and types of analyses are possible. For instance, teachers need background information about their students as well as information about previous performance and particular needs or abilities. Some of this information is necessary for planning instruction for individual students and groups of students. Teachers can also use the information to analyze student performance and decide what concepts need to be re-taught or reinforced. Other student information may be needed if a problem or other special situation arises. Previous health records may be useful if, for example, a student exhibits trouble seeing or hearing in the classroom.

Schools, school districts or administrative units, and state education agencies are generally more interested in analyzing how groups of students are progressing than in monitoring the performance of individual students. These types of analyses may be done using individual student records with identifiable information removed. For instance, schools may want to determine how well certain groups of students performed on standardized achievement tests, or evaluators may look for the benefits of different education programs.

Standardized student information available to school officials may:

- Contribute to better learning by individual students through improved teaching and guidance.
- Assist in tracking the success of students throughout their educational experience and beyond.
- Facilitate rational decision-making about curriculum development and change.
- Enhance program evaluation by easy cross-tabulation of individual-level student data.
- Facilitate estimates of future enrollments and future needs of individual schools and education agencies.
- Assist in developing sound educational policies at all levels.
- Help compare information among communities and among states.
- Improve the accuracy and timeliness of nationwide summaries of information about students.
- Improve the quality and significance of education research—locally, statewide, and nationwide.
- Enhance reporting to the public about the condition and progress of education.

The maintenance of student data in a computerized database can facilitate all of the uses described above. Computers can be programmed to provide teachers with access to their students' complete records while limiting other users, such as program evaluators, to information that is not individually identifiable. Automated data are more easily shared among levels of the education system as needed. Increasingly, state education agencies are requiring the submission of individual student records from schools, school districts, or other administrative units. This can mean that state level analyses can be conducted, and federal reporting done, with little burden on the school or district. This also makes useful data available to state officials for long-term planning and financial decision-making.

This handbook does not specify who should have access to which student data or how the data should be maintained. It does, however, aspire to show that computerized maintenance of data, using consistent definitions and formats, provides maximum utility and flexibility when making decisions about students.

Automation of Student Information

Information needs about students are increasingly being met by automated, secure management information systems that allow data to be analyzed in a variety of ways. One major reason that automated student information systems are so valuable is that they provide the flexibility to do analyses on an as-needed basis. That means that questions raised by administrators and board members can be addressed without special data collections that are intrusive and burdensome, or without sifting through file cabinets of paper records. However, a student management information system is effective only to the extent that the following three conditions are met:

1. Data are consistently entered into the system according to established definitions.
2. Data are entered and updated on a regular basis.
3. Information relevant for ongoing decision-making can be added to the system as needed.

This handbook addresses the importance of consistency in defining and maintaining student data within the education system, as well as the crucial need for accurate information in decision-making. The maintenance of individual student data, however, brings with it the responsibility for maintaining data confidentiality. Thus it is important to note that this handbook recommends collecting only those data about students that are needed to promote the functioning and evaluation of the education system, and stresses that the data must be secured and access granted only to those with a legitimate need for the information.

Common Terminology

While the focus of this handbook is on maintaining student data at the local level, the need for district-, state-, regional-, and national-level information cannot be overlooked. The U.S. Department of Education has been involved in a number of efforts focused on improving the coordination of its data collection activities. NCES has taken the lead in many of these efforts. NCES has a mandate to collect "uniform and comparable data" in order to report on the condition of education in the United States. To assist in this mandate, NCES has been working with federal, state, and local education agency representatives and researchers to develop guidelines for the collection of comparable and complete data, such as those contained here and in other handbooks. These and other data quality activities within the U.S. Department of Education will help to ensure that sound data are available for effective decision-making about education programs and individual children.

The adoption of the practices, terminology, definitions and formats set forth in this handbook and other NCES documents as "best practice" for education data collection can help educators at all levels do their jobs more effectively. The use of common terminology can make it easier for school leaders to share useful and meaningful information, promote the adoption of programs identified as effective, and more accurately describe current and projected needs.

The identification of crucial bits of information needed for decision-making is a dynamic process. An attempt has been made to provide a comprehensive listing of all data elements that might be needed for decision-making about students, and this version of the Handbook contains many new data elements. However, as data needs change from year to year, a process has been developed to allow for annual updates based on the needs of educators. This process is explained in chapter 2. In addition, this handbook contains a notation of data elements identified by education data managers as "essential" for managing the education system, reporting to state and federal education officials, and computing indicators of school effectiveness. The reader is encouraged to use this handbook, and the other related documents, as a tool for making appropriate decisions about how and what data should be collected about students.

Chapter 2

THE HANDBOOK

The goal of this handbook is to promote the maintenance of accurate and complete data about students. Terms are included that describe the background, educational experiences, health, program participation, and performance of children from the time they enter school (or a school-sponsored program) until the completion of a high school program.

These terms and definitions can be used to maintain student information in all types of public and private education organizations, including early childhood education centers; elementary and secondary schools; and agencies at the district, regional, state, or national level. An attempt has been made to identify all possible data elements that could be needed in an education information system about students. Many of these elements will not be needed for all students. Some will be most useful when a student enters school, but have little relevance after a few years. Some will be maintained by private schools, but have little use in public school environments. Some elements reflect how data are maintained in state-level databases, but not at the local level. And some data elements are best kept in very secure locations, perhaps in a file not commonly viewed by educators. These data element characteristics will not be spelled out for the reader, as it is impossible to specify for each potential user what will be needed or relevant. This is left up to the educators involved in selecting data elements for a student record system.

Purposes of the Handbook

The purposes of this handbook are to:

1. Provide a common language that can be used to describe information about students.
2. Facilitate the collection of accurate, consistent, comparable, and complete data on students.
3. Encourage the maintenance of student records in an automated database.
4. Promote the development of policies to safeguard the confidentiality and ensure appropriate use of student data.

Each of these purposes is described below. The Handbook is not intended to be a survey instrument.

Common Terms and Definitions

Some decisions educators make are very specific, pertaining to the personal needs, vocational choices, and educational programs of individual students. Others are broader in scope, concerning the planning and management of education for large groups of students. This handbook identifies concepts useful for making decisions that may enhance the educational experiences of students individually or in groups, and provides "standardized" terms and definitions to represent these concepts.

The use of a standard set of terms and definitions at all levels of the education system—including teachers, schools, school districts, state education agencies, and the federal government—can help improve the quality of education by facilitating meaningful evaluation, realistic planning, and effective operation of educational programs. If student data are collected and maintained consistently and accurately at the most basic level (i.e., the school or school district), data can be aggregated from classrooms or schools and reported to higher levels with the assurance that the data are comparable from individual to individual, from site to site, and from year to year. This makes the resulting information more useful for evaluation and decision-making. In addition, when students move from one level to another within a school or school district or from one school district to another, information can be passed on with assurance that the receiving institution will understand what is meant and can interpret the information for the timely and appropriate placement of the student.

Consistency in the collection and maintenance of student data also assists researchers and evaluators in analyzing the effects of programs, instructional techniques, background characteristics, or other relevant information that may affect students' abilities to achieve high standards for learning and become fully functioning members of society. In short, a common language must be used to describe changes and improvements over time, to identify effective means of meeting student needs, and to record significant student accomplishments.

Collection and Maintenance of Student Data

This handbook assumes that there is a need to consistently collect and maintain information about individual students while they are part of the education system. When a child enters a school or an educational program for the first time, background information about the child is collected. Much of this information, such as date and place of birth and name of parents, will not change over the course of the student's school career. Unless there is a change, this information should only be collected once and become a part of the student's permanent record. Other types of information, such as courses taken and grades earned, accumulate and change over the course of the student's school career. These data need to be added to the student's record as they become available.

Some types of student data are maintained because of federal, state, or local reporting requirements. If these requirements are made consistent, then a single collection of information about students can serve multiple purposes. In contrast, when data are reported according to different definitions for different reporting requirements, there is a tendency to maintain redundant data according to the different definitions. Data maintenance becomes more cumbersome and may lead to inappropriate comparisons and analyses. Information should be collected and maintained according to standard definitions at the lowest level possible, and adjustments made for different reporting requirements can be based on the same fundamental data set.

When a student moves from one school to another, within a school district, or across administrative boundaries, that student's record should be transmitted to the receiving school. If student data are maintained in a cumulative (longitudinal) record using consistent terms and definitions, the permanent record contains all relevant information and is easier to interpret. This enables the receiving school to make more appropriate and timely placement decisions and provide other services needed by the student.

Within a school, local school district, state, or other education administrative unit, standardized items of information typically recorded on paper forms may be, if desired, readily compared and combined with the same standardized items of information processed by automated data processing systems. Further, standardization may be essential for efficient conversion from manual to automated data processing. In such a conversion, the adoption of standard classifications and terminology is a necessary first step, whether the automated student data processing system is initiated or expanded by a school for its own use or by an education agency for all of its schools.

Consistency in data maintenance is important to ensure that comparisons made from year to year are appropriate. However, there are times when changes must be made to data definitions or codes to reflect new understandings or revised data needs. For instance, this handbook contains revisions of definitions for data elements related to special education services. These changes reflect revisions to federal laws and regulations, and affect the way information must be reported to the federal government. The disadvantage of such changes is that year-to-year comparisons become inappropriate. This means that the time series is broken, and new baseline information is needed to make longitudinal comparisons. Nevertheless, changes sometimes must be made, just as new data elements must be added.

Automation of Student Data

This handbook is not meant to provide a design for an automated student database. The data elements and definitions are relevant to any student record, automated or paper. The advantages of maintaining student records in an automated database, however, are numerous. Such databases promote consistency, since the computer software specifies how data are coded or otherwise entered. Reducing paper files and storage facilities is also an advantage. If records are maintained in a computer from the moment a student enters school, it is easier to monitor and analyze progress over the student's school career. Having all student data in an automated longitudinal database makes it easier for schools and school districts to analyze and evaluate school programs. When a student moves to another school district, or applies to a postsecondary institution or other postsecondary activity, a record can be printed or transmitted electronically, thus improving efficiency. Finally, many state education agencies (SEAs) require that school districts submit individual student records with particular data elements. Providing such records is much easier for school districts if they can be extracted from the central database and sent via data tape, diskette or by electronic submission. In addition, automated submission promotes the accuracy and completeness of the data provided to the state.

Safeguarding Confidentiality and Ensuring Appropriate Use of Student Data

Student data must be kept confidential. Education agencies must develop policies and procedures for collecting, maintaining, using, and disposing of student data that are appropriate for local and state needs, and conform with applicable laws and regulations. In determining what data should be incorporated into student records, schools or education agencies should identify data needs at each and every level: for the classroom teacher, the school, the school district or other administrative unit, the state, and federal reporting requirements. Once these data elements are identified, schools and agencies must decide how to collect the data; how these data may be reviewed, verified, corrected, and updated; how access to student data files may be controlled; and under what conditions student data should be transmitted to others.

The importance of safeguarding confidentiality cannot be overstated. The Family Educational Rights and Privacy Act (FERPA), first passed by the U.S. Congress in 1974, as well as state privacy requirements, requires that student data be closely guarded and released only according to specific guidelines. The National Forum on Education Statistics and NCES have released a document to assist education agencies with the confidential maintenance and appropriate use of student data, called *Protecting the Privacy of Student Records: Guidelines for Education Agencies* (NCES 97-527). In addition, NCES has produced a document on the security of technology systems that relates to the maintenance of administrative records systems, called *Safeguarding Your Technology* (NCES 98-297). Available in print from the Government Printing Office, both documents are also available on the NCES web site at **http://nces.ed.gov/pubs97/p97527** and **http://nces.ed.gov/pubs98/safetech**, respectively.

Background of the Handbook

This revision of the Handbook reflects a year of extensive effort in determining what changes and additions were needed. The Handbook represents the combined best judgment of many educators about the terms and definitions useful to maintain complete data about students. While the focus of this handbook is on student information, it is recognized that student data make up only a small portion of the information needed to operate the school system.

NCES Handbooks and Other Guides

Between 1953 and 1974, the federal government published the *State Educational Records and Reports Series* of terminology manuals. Each handbook in the *Series* provided terms and definitions describing one major aspect of school operation. The following paragraphs describe the history of revisions for the original *Series*.

- The *Student Data Handbook* is a new version of the original *Handbook V, Standard Terminology and Guide for Managing Student Data in Elementary and Secondary Schools, Community/Junior Colleges, and Adult Education.* Developed in 1974, the Handbook was revised in 1994 and renamed *Student Data Handbook: Elementary, Secondary and Early Childhood Education.* The current document reflects many of the changes in the role of schools as well as educators' needs for more complete and consistent data. It differs from the original handbook in two fundamental ways: 1) it includes information on early childhood programs, and 2) it excludes information about postsecondary education.

- Another handbook in the *Series, Handbook II (Revised), Financial Accounting for Local and State School Systems,* was revised in 1980 and 1990, and another revision is under way. This handbook covers basic concepts for financial management. It is relevant to student data because, among other reasons, financial accounting should be evaluated in relation to the schools' effect on students, and thus to the output of the school system.

- A new version of the original *Handbook IV, Staff Accounting Classifications and Standard Terminology for Local and State School Systems* was published in 1974 under the title, *Staff Data Handbook: Elementary, Secondary and Early*

Childhood Education. The procedures used to revise the *Student Data Handbook* will be applied to the *Staff Data Handbook* during the year 2000 and a new version will be published in 2001.

Since 1995, NCES has published several other documents that support the automation and standardization of data collection.

- Based on discussions related to the *Student Data Handbook* and the SPEEDE/ExPRESS student transcript format (described in more detail below), a need for a standard course classification system was identified. To meet this need, NCES published *A Pilot Standard National Course Classification System for Secondary Education*[1] (NCES 95-480) in 1995.
- In November 1996, the National Educational Statistics Agenda Committee (NESAC) of the National Forum on Education Statistics published "Recommendations of the Crime, Violence, and Discipline Reporting Task Force"[2] (NCES 97-581). That report contains a model set of definitions about crime, violence and discipline and describes a data collection system on crime, violence and discipline that might be implemented in a state. It was hoped that use of the recommendations would produce comparability and uniformity in collections across the country. Many of the definitions currently found in section I of chapter 4 of the Handbook are drawn directly from that report. As the recommendations are revised by the current Crime, Violence, and Discipline Reporting Task Force, they will be updated in this handbook.
- In June 1997, the National Forum on Education Statistics published *Basic Data Elements For Elementary and Secondary Education Information Systems*[3] (NCES 97-531). This document describes the data element building blocks for an education information system. Based on the contents of the *Student Data Handbook* and the *Staff Data Handbook*, this document provides guidance to education staff responsible for the development of a flexible and useful data system.
- *Protecting the Privacy of Student Records: Guidelines for Education Agencies*[4] (NCES 97-527) was prepared for the National Forum on Education Statistics and NCES to provide guidance regarding the safety and security of student records. This document focuses on developing practical procedures and policies to support strict control and appropriate release of student records, an issue that raised concerns during the development of the *Student Data Handbook*.
- *Technology @ Your Fingertips*[5] (NCES 98-293) was developed by NCES to provide guidance on the selection and implementation of administrative and instructional technology. This document contains guidelines, checklists, and case studies to assist schools, districts, state education agencies, and institutions of higher education in making effective technology decisions.
- Another document, *Safeguarding Your Technology*[6] (NCES 98-297), focuses on the security of technology equipment, which is essential for maintaining secure automated student records. Like *Technology @ Your Fingertips*, this last document has guidelines, checklists, and case studies to assist school, district, SEA staff, and others with responsibility for planning, designing, and maintaining technology.

NCES has also supported the development of the SPEEDE/ExPRESS set of formats for electronic records exchange. (SPEEDE stands for Standardization of Postsecondary Education Electronic Data Exchanges, and ExPRESS stands for Exchange of Permanent Records Electronically for Students and Schools.) The documentation for this set of formats is contained in *A Guide to the Implementation of the SPEEDE/ExPRESS Electronic Transcript.* Information on SPEEDE/ExPRESS is available on the web at **http://nces.ed.gov/edi**.

Handbook Revision Process

Beginning in 1998, the Administrative Records Development Project of the Council of Chief State

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[1] **http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=95480**

[2] **http://nces.ed.gov/pubs/97581.html**

[3] **http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=97531**

[4] **http://nces.ed.gov/pubs97/p97527**

[5] **http://nces.ed.gov/pubs98/tech**

[6] **http://nces.ed.gov/pubs98/safetech**

School Officers (CCSSO), under contract to NCES and with the assistance of subcontractor Evaluation Software Publishing, Inc., began a process of revising and updating the Handbook, as they had done in 1994. As before, recommendations were sought from local, state, and federal education agency staff concerning changes that were needed and data elements that should be added. A working group was convened in early May 1999 to review potential revisions and make additional suggestions. In addition, a federal working group from the U.S. Department of Education was convened in June 1999 to provide input into changes needed for federal reporting. Potential revisions were shared with numerous groups of education representatives, as well as with individuals who volunteered to review the document. (The names of all who participated in the revision of this handbook are included in appendix A.) Final revisions were submitted to NCES in the fall of 1999, for publication in the spring of 2000. A new process for ongoing revisions to the Handbook is described in detail later in this chapter. Annual changes will be finalized in January of each year and published on the NCES web page. In addition, revised pages will be printed to accompany the printed document.

Electronic Handbook

A web-based version of this handbook is available at **http://nces.ed.gov/pubs2000/studenthb**. The online version of the *Student Data Handbook* was created to allow users a more "interactive" way to use the Handbook and its student data elements. A "List of Student Data Elements" and an "Alphabetical Subject Area Index" allow the reader to move quickly to the data elements of interest. The online version also includes some direct links to references used in the creation of the appendices, which allows for updated information. None of the data element content is different from the currently available printed version. The chapters of the printed version are also included, and the "Table of Contents" can be used to review them. The online version can be viewed through most browsers, or downloaded directly onto the reader's printer or desktop.

Criteria For Including Items in the Handbook

Three basic criteria—reflecting usefulness of the data, effort to collect, and need for required reporting—were used in selecting the terms and data elements included in this handbook. Each data element selected was judged to meet the following criteria:

1. The data element is important to, and needed by, many teachers, schools or school districts, human service providers, or the communities they serve in order to provide effective instructional and support services for the benefit of students.
2. The data element can be accurately collected and maintained with an effort that is justifiable in terms of the value of the information.
3. The data element is needed for reporting information about students to other schools, to school districts or other administrative units, to state education agencies, to the federal government, and/or to parents or other constituencies in the community.

These or similar criteria may be helpful to state and local agencies and institutions, both public and private, in selecting items from this handbook.

One type of information that was considered but not included in the Handbook was a listing of references to federal surveys. Most federal education surveys collect aggregate information from students, schools, school districts, or state education agencies. Only a few federal sample surveys and one "universe" survey of the Bureau of Indian Affairs collect information about individual students. A listing of the individual student level data elements collected in federal surveys was omitted from this handbook for two reasons. One reason is that the levels (student, school, school district, and state) at which data elements are collected vary from survey to survey. A second reason is that this handbook is meant to represent "best practice" that is not expected to change for many years, while federal education surveys can change from year to year or between cycles. However, since data collectors, data users, and the public may need to know what data are collected by specific surveys, plans are underway to develop these lists of data elements in an electronic format through the U.S. Department of Education's electronic network.

Sources of Definitions

The definitions included for categories, data elements, options, and entities were taken primarily from existing sources; others were written with the assistance of participants in the development process of the Handbook. In some instances, laws or federal regulations specified what data elements should be used and how they should be defined. Some of the definitions were included in the previous handbook and are listed here because the terms are still in common usage. Others came from a variety of published sources, such as textbooks, federal publications, or other documents. For certain definitions, comparisons were made among various local, state and federal sources, and a compromise definition was developed.

Most of the options were also obtained from existing sources. Some of the lists were obtained through the American National Standards Institute (ANSI). Others were developed for the SPEEDE/ExPRESS format. SPEEDE/ExPRESS provides a standard format for a student record or transcript to be sent from one school/school district to another, or from a school/school district to a postsecondary institution. Since the SPEEDE/ExPRESS student transcript format undergoes continuous updating through the ANSI process, it was useful for identifying many of the additions to the options lists. More information about SPEEDE/ExPRESS is included in chapter 3.

Updates to the Handbook

Beginning with this revised version of the Handbook, NCES will institute a process for ongoing revision of the Handbook on an as-needed basis. The expectation is that major revisions suggested in the four to five years following publication will be minimal, and a complete revision will not be needed for five or more years. To handle minor revisions or additions as they arise, the following procedures have been developed.

In order to identify needed changes or additions, NCES will compile suggestions and questions sent by letter or e-mail over the course of a year. In addition, contacts with U.S. Department of Education staff will be made to determine if there are changes in reporting requirements affecting handbook data elements. Suggestions and questions will be posted on the National Forum on Education Statistics listserv around December 1, at least two months before the Winter meeting of the Forum. A group of Forum members will be invited to serve on a Working Group at the Winter Forum meeting to consider the proposed changes and decide which to include in the new revision. These recommended changes will then be submitted to the Forum's National Education Statistics Agenda Committee for response.

Once the changes have been determined, the Government Printing Office will be provided with substitute pages for inclusion with the printed version of the Handbook. Changes and revised pages will also be made available on the Handbook home page. Visitors to the site should be able to print the revised pages as they look in the printed document. In this and subsequent versions of the Handbook, readers will be encouraged to visit the National Center for Education Statistics web site at **http://nces.ed.gov/pubs2000/studenthb** to obtain the most current version of the Handbook.

Suggestions for revisions can be submitted to NCES in the following ways:

1. Go to the Handbook web site (**http://nces.ed.gov/pubs2000/studenthb**) for the e-mail link to submit changes.
2. Mail suggestions to:

   Student Data Handbook Changes
   c/o Beth Young
   National Center for Education Statistics
   U.S. Department of Education
   1990 K Street, NW
   Washington, DC 20006-5651

Basic Definitions

Several terms are used throughout this handbook. Those terms are defined here to ensure clarity when reviewing the rest of the document.

In this handbook, a student is defined as an individual for whom instruction, services, and care are provided in an early childhood, elementary, or secondary educational program under the jurisdiction of a school, education agency, or other institution or program. A student may receive instruction and care in a school facility or at another location such as a home, hospital, or day care center. Instruction may be provided by direct student-teacher interaction, or through some other approved medium such as computer, television, radio, telephone, or correspondence.

The term school system is used to represent the education system as a whole, including schools, school districts and other local administrative units (such as dioceses), intermediate agencies (such as regional service centers), state education agencies, and the U.S. Department of Education. Included in the system are both public and private schools, and administrative agencies. For the purpose of discussion, the terms local education agency, local administrative unit, or school district refer to educational institutions, agencies, and administrative units that exist primarily to operate schools or to contract for educational services. These units need not be coextensive with county, city, or town boundaries. They oversee the functioning of schools within specific boundaries or jurisdictions; and have instructional, administrative, and record-keeping responsibility for students.

The term school is used to refer to all institutions that provide preschool, elementary, and/or secondary instruction, including early childhood centers and preschools, public and private schools serving children in kindergarten through grade 12 (and even grade 13), vocational or adult high schools, and schools that are classified as ungraded. These schools have one or more teachers to give instruction or care, are located in one or more buildings, and have an assigned administrator. The term researchers is used to describe those persons responsible for evaluating education programs, persons who conduct research activities to describe the status of the schools and students, and others with analytical responsibilities—regardless of who sponsors the activities.

The terms data and information are used extensively throughout the Handbook. Data are the raw facts about a person or other entity, such as the birthdate, a mark of "A" in a history course, or a residence address of "1234 Main Street." Information is compiled, combined, summarized, or reported data that, in context, has a significant meaning. For example, Johnny Smith's family income and test scores can be used as information to form the basis of his referral for special assistance or a compensatory program. The total number of students who participated in Title I programs in a district can also be derived from a student record system.

The Handbook describes how data may be defined or maintained. Chapter 4 contains terms and definitions for two levels of data maintenance: 1) entities and 2) data elements. In this handbook, an entity is a person, place, event, object, or concept about which data can be collected. A data element is a specific bit of data that can be defined and measured. When entities and data elements are combined, new unique data elements are created. For instance, the data element "Last/Surname" is defined each time it appears, but the corresponding entity is different for each appearance (e.g., Student or Parent/Guardian).

Data elements have been arranged into categories, that is groups of related data elements. For example, the category "Background Information" includes personal information about an individual, including data elements such as Identification Number, Race/Ethnicity, Sex, Birthdate, and Language Type.

For many data elements, a free-form (open-ended) description is the appropriate response when designing a data collection instrument or system. For example, the appropriate response for the data element "Name of Institution" is the full written name of the institution. However, many data elements in this handbook contain options. Options are alternatives or coded responses for data elements. This handbook attempts to include an exhaustive and mutually exclusive list of options whenever possible. For example, the data element "Sex" has two options listed: "Male" and "Female." In this revised version of the Handbook, however, new code lists have been added that may not be comprehensive. The revision process described earlier in this chapter will allow additional codes to be added as necessary or appropriate.

The options presented for each data element are generally illustrative, not mandatory. Local administrative units and institutions may adjust, adapt, or replace them as needed to meet their requirements. A subset of options might, in some instances, be sufficient when designing a data system or data collection instrument. Ideally, any modification should be done in such a way that it does not conflict with the basic handbook structure. In some instances, code lists are available from other sources and are referenced for a data element. For some data elements, a more extensive list of options might be needed and obtained from another source. In this handbook, the options listed for some data elements may be specified by laws or regulations. For example, there are options that are required for federal reporting to the Office of Special Education Programs of the U.S. Department of Education. Schools or school districts should also be prepared to adjust their option lists to reflect the current reporting requirements as specified by revised law and regulations. Care should be taken in combining categories and data elements in individual records to ensure that data can be compared or aggregated with data or information from other sources. In some cases, examples of options are listed within a data element definition, but a comprehensive list is not included. This is because major variations are possible due to local options or expectations. When a comprehensive list could not be developed, examples were included in the definition.

At the time of this handbook's revision, changes were being made to the way in which information about the "Racial/Ethnic Group" elements will be reported to the federal government, affecting how information must be maintained by schools, districts, and states. Previously, there were five options for "Racial/Ethnic Group": "American Indian or Alaskan Native," "Asian or Pacific Islander," "Black (not Hispanic)," "Hispanic," and "White (not Hispanic)." Each student was identified by one of these five options. Recent work completed by the federal Office of Management and Budget now requires that information about six categories of race/ethnicity be recorded for all persons. As a result, there are major changes in how this particular data element may be maintained and reported.

According to OMB's recent work in this area, schools must now allow all students to indicate if they consider themselves to be any one or more of the following: "American Indian or Alaska Native," "Asian," "Black or African American," "Hispanic," "Native Hawaiian or Other Pacific Islander," or "White."

OMB has not made its final recommendations on how aggregated data may be reported. For example, tabulation guidelines may allow some of the 63 possible combinations or race and ethnicity to be collapsed into broader categories. Until there are tabulation guidelines, and until federal programs are required to report using the new categories (now set for January, 2003) some Department programs will not adopt OMB's recent work in this area. Maintenance at the school level of complete information will be needed, however, to meet whatever requirements are identified. While schools or school districts may wish to allow other more specific options than those included in the Handbook, new options should be designed in such a way that they can be re-grouped or collapsed into the options included here, or as required by current law. See appendix L for further explanation of Directive 15 and OMB's work.

In chapter 5, entities and data elements are combined to describe how this handbook may be used to set up a student record system. This chapter also provides suggested data element types and field lengths for readers creating an automated record system. An assumption was made in some cases that coded options would be used instead of an open-ended response.

Contents of the Handbook

This handbook contains both general information about data collection activities and individual student record systems, and specific information about what might be included in a student record.

Chapter 1, Introduction, provides the user with an introduction to the Handbook and its uses.

Chapter 2, The Handbook, contains a more detailed description of the Handbook's contents and uses of the Handbook. Listings of other related documents that could be useful are also included. In anticipation of future updates, a description of the process for implementing suggested changes has been included.

Chapter 3, Building a Student Record System, discusses the collection, use, and dissemination of data and information about individual students and how student record systems can benefit the students and the school system. Suggestions for policy development are given regarding the design of a student data system, the kinds of data that should be collected, the updating of these data, the uses of the data, and the control of access to individual student files. Recommendations are also included concerning school or school district development of policies and guidelines for student data within the parameters of existing laws, regulations, and policies.

Chapter 4, Data Elements and Definitions, includes a complete list of data terms (with definitions) considered important to the management of schools and the provision of services to students. Each entity listed refers to something, or someone, about which data should be maintained. Each data element refers to a particular aspect of student data for which some need was perceived within the school system. A definition is included for each entity and data element. A data element's definition may include options or classifications that describe the term and can be used as codes within a student record system. In addition, potential entity uses are listed for each data element.

Chapter 5, Applications of the Handbook, describes possible applications of the Handbook. The major portion of this chapter is dedicated to the potential design of a student record system, which joins entities with data elements to describe how data could be maintained. A table is provided that includes information about data element type and field length, attributes that could be useful to readers designing a data collection system, a survey, or a reporting format.

The Handbook also includes a Glossary of selected student-related terms used in the text, but not defined in earlier chapters, as well as other important terms in student data management. The Handbook also contains a detailed Index for easy reference. Following the Glossary and Index are twelve appendices that contain important supplemental information. The appendices include comprehensive lists of coding options for some of the data elements in chapter 4. Included are code designations for states and outlying areas, countries, languages, occupational groupings, medical conditions and treatments, and listings of federal education programs and the names of those who contributed to the development of this revision.

Chapter 3

BUILDING A STUDENT RECORD SYSTEM

Introduction

Educators began to maintain student records when it was discovered that they could not remember everything they needed or wanted to know about their students. Student records became a necessity as soon as the information had to be passed along to someone else. Student records became a requirement when the government determined it needed student information to monitor grants and programs. Student records became a legal issue when the government started regulating what could and could not be kept in a student record, and who could and could not have access to the record. Student records became a convenience when it became possible to conduct research studies using existing data. Student records became a science when educators began to create and maintain them efficiently. Student records became technology when computers and networks were used to manage them electronically. Today, student records are many things to many people; but whatever the content, use, or storage medium, a student record is still simply a collection of useful information about a student.

A well-designed student record system, whether using paper documents or automated systems, yields many benefits. The most important of these is the ability to report information for decision-making about individual students, schools, programs, and school systems. A second benefit, particularly with automated systems, is efficiency in processing and exchanging student records among schools. When student records are added to an overall management information system that includes information on staff, materials, and budgeting for the school or school district, more management activities can be accomplished and efficiency improved. Student record systems thus play a key role in the overall functioning of the school system; they also increase the schools' ability to meet the needs of students.

Student records traditionally have been kept only at the school or district level. In recent years, however, many state education agencies have begun to maintain individual student records at the state level. These records typically consist of data about student characteristics, program participation and assessment results—only a subset of the data usually maintained at the school and district levels. The purposes of state-level databases are usually to evaluate the schools and plan for program changes to help students achieve high standards. Most of the information included in the state-level databases comes directly from schools and districts, and the information is transmitted electronically among levels of the state's school system.

The maintenance of data at the state level has brought about a new focus on the contents and maintenance procedures for student data. The information in this chapter provides guidance to the reader concerning a) the initial development of an efficient and effective student record system, b) the selection of appropriate procedures and security measures needed to maintain the student record system, and c) the appropriate uses of a student record system.

Description of a Student Record

A student record is, by definition, any recorded information about a student. Student records can be described in terms of their content (e.g., grade averages), use (e.g., identifying students eligible for the free lunch program), and storage medium (e.g., a manila file folder). The maintenance of extensive, accurate, historical, and current data about individual students is essential to the functioning of schools and school districts, and can promote effective educational practices at all levels of the education system.

Student records are used for many necessary educational purposes, including instruction and guidance decisions; monitoring compliance with attendance and health laws; and administrative purposes, such as determining tuition status, scheduling students into classes, planning school bus routes, and completing reports for local, state, and federal authorities. The student record may contain the information necessary for each of these uses.

A student record may be kept on file in a classroom, school office, school district office, or other approved location. The record contains information collected from the student (or family); from teachers and other school staff; and from other sources outside the school, such as health care providers or testing companies. The record may be maintained in a central location (such as a school computer) for the convenience of anyone with authorized access; or, a separate record could be maintained by each authorized user. Some parts of the record may even be maintained outside the school, as happens when student health records are maintained by the local public health service, or when state test scores are maintained at the state education agency. No matter where the student records are maintained, procedures must be in place to ensure that access is only granted to authorized individuals.

Clearly, a complete student record may be a single file, or it can be made up of several separate records, each with specific content or uses and each stored in a different way.

Description of a Student Record System

Separate student records become a student record *system* when they are linked together or made accessible to perform one or more critical functions. These functions may include generating reports, adding/deleting/changing records, and conducting analyses. Like records, student record systems may be maintained in several ways: as paper files in filing cabinets, on microfilm, in computer files, or in a combination of methods. To improve the efficiency and usefulness of data, many schools, school districts, and state education agencies have entered their student records into an automated database. Automated systems using available computer technology offer tremendous advantages over traditional paper systems. However, most computerized systems still rely on paper records at various stages within the system.

Numerous companies offer software products designed to store, and provide access to, student information. Often these products include applications that handle course scheduling, transportation arrangements, and other useful activities. Many of these companies have developed these student record system products with the assistance of local educators from many different school districts. Other student record systems have been developed by district staff or consultants for a specific school, district, or state education agency (often called proprietary software). Each institution or agency seeking to maintain individual student records must determine the best system design and software solution for its organization. An important consideration is the maintenance of the system as changes or improvements are needed, as well as what it will take to keep the system working on a daily basis. The information that follows can help the reader's organization identify and implement the most appropriate automated system.

Benefits of a Well-Designed Student Record System

A well-designed student record system offers many benefits to everyone, from teachers to administrators. Some of the most important advantages are discussed below.

- **Cost savings and cost avoidance**

  A well-conceived and implemented student record system can reduce the costs of handling the paperwork associated with record-keeping. Even when a well-conceived and designed computerized student record system proves initially expensive and actual reductions in current costs are not achieved, it is justified given future savings and efficiency. Nevertheless, system developers and implementers have to contend with two major concerns in order to maximize the cost-saving benefits of an automated system. First, it is sometimes thought that automated data systems do not result in actual savings. Even a paper-based system can be efficient within its physical limits. Concerns about the reliability of computers also lead some staff members to continue keeping their old records, "just in case". In fact, during the early stages of automating data it is often wise to maintain the data in two places, so that glitches can be resolved before relying solely on the automated system. Once the system is fully functional, however, the back-up paper system is no longer needed. Another often made mistake is that organizations automate a paper system instead of completely redesigning a system that takes advantage of the computer's capabilities. This may lead to fewer savings than could be achieved through a well-conceived automated system.

- **Quicker response**

  When information from a student record is requested, it is usually needed promptly. A principal making placement decisions about a new student needs the previous school's records immediately to assign the student to the appropriate programs and services. A counselor with a student in crisis needs immediate access to records to allow intervention specialists to effectively deliver their services. A school board making a policy change to a "no-pass/no-play" rule needs analyses to support its decision. A well-designed student record system allows for timely retrieval of needed information in these, or similar, situations.

- **Accuracy**

  Data quality is basic to a well-designed student record system. Having well-defined data elements that are used consistently promotes data quality. Paper records have traditionally been considered accurate, although not necessarily complete or accessible. Maintaining data quality as information is shared, analyzed, and reported is a characteristic of a well-designed system. Accuracy is vital at every stage, from data collection, to entry, to maintenance in the system. Accuracy provides users with the confidence they will require to rely upon a student record system.

- **Getting the needed information**

  An effective student record system should provide the information required on request, easily, and without burdensome trial-and-error searching. From the first steps of designing the system, the queries that will foilow are anticipated and accommodated. Similar to an office filing system, the adequacy of a student record system is often judged by how much time and effort are required to find and retrieve information. Therefore, a key part of the design of a student record system is its process for access, retrieval, and reporting.

- **Moving data to different education agencies**

  A well-designed automated student record system allows for the easy and efficient movement of student records among levels of the education system. For instance, when a student moves from one school to another within the same district, or to another district, the information can be transferred electronically, eliminating the need for re-keying the information at the new school. Electronic data can also be received more rapidly than paper documents, enabling quicker decision-making about the student. Such a system can also be used to transmit student records to a state education agency that maintains individual student records.

Effective Uses of Student Record Data

Identifying data elements for inclusion in a student record system is a very important step in designing a system and will be discussed in more detail below. It is important to identify the data elements essential to the functioning of the education system, and make plans to collect and maintain those data. An important role of a student record system is to provide educators with the information they will need to make decisions about providing instruction and services to individual students and groups of students.

Data elements should be selected for one of the following reasons:

1. The data are needed for administrative purposes to ensure an effective education system.
2. The data are needed for reporting to school boards, state boards of education, and state and federal education agencies.
3. The data are needed to evaluate the quality of the instruction and services being provided.

Some state education agencies are collecting individual student records so that some of these needs can be handled at the state level. This reduces the burden to the districts and also provides a more useful analytic database to the state.

Readers interested in selecting the content of a student record system must remember that data should not be collected if they are not needed or their accuracy is suspect. In particular, sensitive student data should not be maintained unless an important purpose is being served. Maintaining huge quantities of data about students in a single locale can be dangerous unless appropriate safeguards are in place. Training and access controls are essential to ensure that only those with a "need to know" have access to the student records, and that the data are not shared inappropriately.

Other cautions related to the use of data from student record systems must be addressed. When reporting aggregate information about student participation in a program (e.g., special education), for instance, safeguards must be in place to prevent individual student information from becoming known to anyone without proper authorization. The importance of such safeguards cannot be overstated as there is a federal law that restricts the release of individual student information. This law, the Family Educational Rights and Privacy Act of 1974 (FERPA), is described in more detail in Step 9 later in this chapter.

The NCES document, *Protecting the Privacy of Student Records: Guidelines for Education Agencies*, provides additional and more specific guidance concerning the appropriate use and misuse of student data. This document is available from the Government Printing Office, or on the web at **http://nces.ed.gov/pubs97/p97527**.

Best Practice—SEDCAR

Guidelines are available that describe "best practice" in collecting and reporting education data including student information. Called the *Standards for Education Data Collection and Reporting* (SEDCAR), these guidelines were developed pursuant to the Hawkins-Stafford Amendments of 1988, which authorized an effort to improve the comparability, quality, and usefulness of education data. SEDCAR is a helpful guide to basic principles for ensuring good quality in the key phases of data collection, storage, and reporting. Anyone developing, redesigning, or taking charge of a student record system can benefit from the collective experience of the large team of professionals brought together to develop SEDCAR.

The Importance of a Unique Student Identifier

A well-designed student record system must contain unique student identification numbers. Each number should be associated with only one student, and be used in every file with information about that student. This is particularly important if data will be kept in a longitudinal database. The unique identifier will enable information to be combined from different files for analytical purposes. Without such identifiers, it could be difficult to match records for students simply by using a name or birthdate. The need to move records from schools to districts to state education agencies has reinforced the need for a unique state student identifier.

The importance of a unique student identifier in a school district is clear. When students move from school to school, the identifier stays with the student, and information in the file can be merged and accessed as needed. As student records are transferred from the district to the state level, the unique student identifier becomes even more important. A well-designed state-level student record system should be able to merge student files from year to year. In addition, the state-level system must be able to find students who have moved to other districts within the state. One advantage of such a system is that the state education agency can identify students previously misreported as dropouts.

There are four possible ways to assign unique state student identification numbers.

1. **Social Security Number (SSN).** Some states use the student's SSN as the unique identifier, since virtually all children are now assigned SSNs at a very early age. In the states that use SSNs, an attorney general's opinion, legislative authority, or state board of education authority typically has been secured first. There are many advantages to using the SSN, which is generally considered unique on a nationwide basis. The assignment and maintenance of the SSN system is handled by the federal government; thus, the burden of determining an identifier and assigning it is reduced. The parent and student can assist in providing the SSN when transferring from one school to another. When students move across states, those states using SSNs can easily verify records. Postsecondary application

processes are also simplified when secondary schools can provide a SSN on transcripts. A further advantage is that SSNs can be used to share information or conduct studies across agencies that use it. Some states exchange family information across agencies to determine eligibility for services. On the other hand, some parents are uncomfortable providing a SSN, and others strongly oppose its use. Individuals *cannot* be required to provide a SSN except for a few purposes such as federal loan eligibility or tax status. A very small number of students will not have a SSN. To use SSNs, the state education agency would have to provide an alternative identifier to parents or students who refuse or are unable to provide it. Even if SSNs are not used as the identifiers, readers should consider collecting and including them in the locator and central database. The added value afforded makes the effort worthwhile.

2. **Algorithm to Assign Identifiers.** An algorithm could be devised that encrypts the student's name, birthdate, gender, place of birth, and possibly other data elements to create a unique combination that can be used as a student identifier. The algorithm would be kept secure to protect the contents of the identifier. An advantage to using an algorithm is that it can be distributed as a software application to schools for use at the time of registration. Parents and students would not have to know the identifier, and registrars would not have to contact prior schools. On the other hand, the required length of the identifier to ensure uniqueness might be excessive, and changes or mistakes in the data elements used would result in incorrect identifiers.

3. **State-Assigned Identifiers.** Some states have created a pool of identifiers and provided these to school districts for assignment to students. The number itself carries no meaning, except that it was assigned to the school district. The expectation is that this identifier will stay with the student as long as he or she remains in school in the state. Some states that use this method require only the student identifier (without the student's name) on the student record sent to the state education agency. The school district is responsible for ensuring that the correct identifier is always included in the student's record. In other states, the student identifier list is maintained by the state, and districts that receive a student transferring in from another district within the state can obtain the student's identifier through a locator system at the state education agency. One advantage of this type of identifier is that the state education agency controls the characteristics of the identifiers, and can verify their validity. Uniqueness is assured. Further, the identifiers can be kept separate from confidential data sources. A disadvantage of such a system is that school districts must rely upon the state education agency for their identifiers. Providing access to identifiers and ensuring the ability to assign them at registration requires sound management.

4. **Locally-Assigned Identifiers.** One way to use existing student identifiers is to assign a school and district identifier to the beginning of locally-assigned student numbers. One advantage is that local control is maintained. Districts are not required to make changes in their identifier system. Historical local files continue to be compatible with the identifiers. An identifier can be assigned at the time of registration for new students. On the other hand, uniqueness across the state is not likely. Mobile students would receive a new identifier in each district/school. The formats and characteristics of local identifiers would have to be considered when establishing the parameters for acceptable identifiers. Because of these problems, this option has not generally been used for assigning state identifiers.

The following must be considered in order to select the most appropriate student identifier:

1. The level at which the identifier must be unique.
2. The burden of assigning numbers to existing students.
3. The need for verification.
4. The need for confidentiality.

Design of a Student Record System

The process suggested for designing or redesigning a student record system is described below. These ten steps detail the sequence and the issues that should be resolved when designing or redesigning a student record system. As with most systems, however, these steps and their associated issues are never fully resolved because the whole process is ongoing. The standards and principles upon which the system is designed will have to be continually monitored and revised as needed by an organization.

Step 1: Uses

Identify and agree upon the uses of a student record. This will determine the response to each of the next nine steps. The information in a student record may have multiple uses. For example, counselors use the records to make decisions about courses a student should take, and to assist with problems that may arise. Teachers use individual records to help make instructional decisions, and to obtain specific information that may assist in working with a student. Principals and other school district officials use aggregate data obtained from student records to make policy decisions and to plan curriculum, instructional services, staffing, and facilities. Reporting to the school board and public is another use. State education agencies may also want a complete student database to assist with monitoring accountability and future planning. Different uses may call for a design with separate files, or separate areas within a file, but the ability to integrate information across locations is necessary. Step 1 merely delineates and describes all the potential uses of the student record system. With these uses ranked from essential to optional, Step 2 can begin.

Step 2: Regulations

Each use has its own set of regulations, and the system must be designed to comply with these laws, rules, policies, etc. Regulations may mandate or determine the response to any or all of the next eight steps.

To ensure that legal requirements are met and ethical responsibilities carried out appropriately and effectively, education agencies and institutions are advised to establish their own written policies and guidelines for maintaining the privacy and confidentiality of student records. Such policies and guidelines should state the principles and procedures for addressing the following issues:

- Selecting appropriate data elements for student records.
- Accurately, consistently, and carefully collecting these data elements.
- Maintaining relevant, accurate, and confidential records.
- Carefully screening anyone that will handle confidential information.
- Restricting access by school personnel.
- Safeguarding data (or restricting access) while data are in the possession of a contracting organization.
- Safeguarding individual student records being transferred to other schools, local education agencies, state education agencies, and elsewhere.
- Transferring personal information to an authorized third party only on the condition that this third party not permit access to any other party without the written consent of the student or parents, as appropriate.
- Concealing the identity of individuals or institutions desiring or entitled to confidentiality, through appropriate procedures for aggregating, encoding, and releasing sensitive data.
- Destroying records or data that are no longer needed.

Education agencies and institutions may want to establish and maintain a committee to review policies, procedures, and activities involving student records. The membership of this review committee might include appropriate representatives of such groups as students, parents, teachers, counselors, principals, the board of education, and the general public. This committee should be assigned responsibility for ensuring that student data are collected, stored, accessed, used, and discarded in such a way that:

1. The rights and welfare of students are adequately protected.
2. The potential benefits to students of any particular record use outweigh the potential risks.
3. Informed consent is obtained from students or parents, by adequate and appropriate methods, for including certain data in student records and using (or releasing) the data for specified purposes.

Every educational agency or institution should periodically reassure itself, through appropriate administrative overview, that the policies and procedures designed to protect its students' rights and welfare are being applied effectively.

Essential information for developing procedures and policies related to student records can be found in the previously mentioned document, *Protecting the Privacy of Student Records: Guidelines for*

Education Agencies, or on the web at **http://nces.ed.gov/forum**.

Step 3: Contents

Uses and regulations together determine the contents of a student record system. Contents are the areas or categories of information to be kept or excluded. Typical contents include:

- Personal information (e.g., student and family background).
- Enrollment and attendance information.
- School participation and activities (e.g., courses taken, grades).
- Non-school and post-school experience.
- Assessment information and results.
- Transportation.
- Health conditions.
- Special program participation and student support services received.
- Discipline information.

The desired areas should be clearly defined before beginning Step 4 to ensure that all areas are covered in the student record system, and to eliminate unnecessary duplication. A key to achieving the benefits described earlier is to enter data once by having one single place to enter or update each type of data. This will ensure that data elements needed for more than one purpose are not maintained differently in different files.

Step 4: Data elements

Each content area is further disaggregated into individual data elements. A data element is the lowest level of information contained in a record. For example, in the area of "student background," race, sex, birthdate, and English proficiency would all appear as data elements.

Within this format, a critical aspect is the definition and coding of data elements. This handbook can be used to provide educators with some standards for definitions. If deemed appropriate and useful, the data elements defined in chapter 4 could be included in a student record system.

A related and very detailed effort to identify what data elements should be included in a student record is the "SPEEDE/ExPRESS" electronic transcript format developed through a consensus process by representatives of elementary/secondary and postsecondary education. As noted earlier, SPEEDE/ExPRESS is a standard format for the contents of a student transcript and other related information (e.g., health conditions) that should be forwarded when a student moves to another school or applies to a postsecondary institution. SPEEDE/ExPRESS was developed to facilitate rapid, direct electronic exchange of student records between computers. To achieve this, a standard set of data elements and formats was developed. The SPEEDE/ExPRESS data elements and formats are consistent with the data elements included in this handbook, although not always identical. This format could be used as a suggested set of data elements to be included in a student record system. A list of the data elements in this handbook that appear in the SPEEDE/ExPRESS format is included in appendix B.

When developing or redesigning a student record system, adopting standards that have been set at a state or national level, or those of a specific vendor's software, provides for more straightforward exchange of data across systems. As more national standards develop, maintaining a match between local records and those standards will allow schools to take advantage of automated exchange methods. With the emergence of national standards and definitions, student record systems within separate education agencies will become part of a larger system of student records. This does not mean there cannot be local flexibility in the selection or structuring of data. It simply means that for data elements that will be shared, it is best to use consistent definitions, preferably in common use. This will help to ensure that information will be accurately interpreted when it is shared or analyzed.

Step 5: Storage media

Data are stored in many ways, ranging from hand-written paper documents, to microfilm or microfiche, to electronic data files on computer tape, disk, hard drive, DVD, zip disk, or CD-ROM. A student record system may use any or all of the available media *if* it is feasible to link or access each type of medium. Several considerations are important in the selection of a storage medium. These include the number and size of records, space available for storage, the permanency of the records, and the cost of storage. Cost has at least two components: the cost of entering the data or exchanging them between media; and the cost of purchasing the components of the storage system, such as filing cabinets, computer disks, microfilming equipment, etc. Technical advances in computer data entry, storage, and retrieval are developing quickly, making these aspects of student records management less expensive, more efficient, less demanding of physical space, and more accessible to multiple users.

Step 6: Format

The format of a student record is directly related to the characteristics of the storage medium. Paper records are often formatted to hold standard English words or numbers. Abbreviations may be used to save space, but generally the format is laid out to be easily read by a user. Information in this handbook can be used in the development of paper surveys or questionnaires to ensure that the information obtained is consistent with other data collections.

Computerized records, on the other hand, capitalize on the use of codes rather than words, and even skip characters such as commas and decimal points to conserve space. A computerized record may look nonsensical to a reader without a code table and format description. This handbook provides some examples of ways that information can be coded to conserve space.

A computerized "data system format" is typically organized around these components:

1. *Files*: Groups of records of similar format (e.g., a collection of records for multiple students).
2. *Records*: The information maintained about individual students.
3. *Fields*: The exact position of a data element in a record. For example, in a data record that can hold 80 characters (from position #1 to position #80), the data element "birthdate" coded as 10141989 (October 14, 1989) might occupy the fields (or positions) 6-13.
4. *Data Elements*: Single pieces of information (e.g., Birthdate).
5. *Options/Codes*: Symbols or abbreviations that can be translated into a meaningful value for the data element (e.g., 10141989 would represent a birthdate of October 14, 1989).

A critical data element in a computerized student record system is the student identifier, described in a previous section. This unique identifier allows a student's record to be merged as needed even when data are maintained in different files and media.

Step 7: Entry or importation of data

Data must be put into the system. Paper systems accept data that are handwritten, typed, or printed out from computers. Entry into a computerized system can be direct, through keying or optical scanning, or through data importation from another source. SEDCAR is an excellent resource for best practice standards for data collection and entry. SPEEDE/ExPRESS is an excellent example of electronic data interchange (EDI) as a method for moving records directly from one computer system into another. The most efficient student record system will handle data only one time. Instead of asking a parent to complete a paper form that requires a clerk to copy information onto a roster which is then keyed into a computer file, an ideal system might have the parent enter the data directly into the file via a computer terminal, and or onto an optical scan form that can be read by the computer and placed in a file. Automated edits could ensure that valid information is entered, and can even allow for a clerk to edit or accept the information before a permanent entry appears on the official file.

As with other phases of data collection, entry, and use, it is important to ensure the data confidentiality. Selecting those responsible for entering student data into the system must be done carefully, and they must be trained to maintain the confidentiality of the data. The previously mentioned document, *Protecting the Privacy of Student Records: Guidelines for Education Agencies*, contains recommendations for this area.

Step 8: Accessing and processing

Getting to the data to use the information is a key aspect of a system. Earlier decisions about storage media and format are relevant to this step. Here it is important to describe how different users will gain access to, and manipulate, the records. For example, if the storage medium is a file in a mainframe computer's memory, then access would be through a terminal, and users would have to have identification (ID) codes giving them access to the file. The processing necessary to create reports would be done through software programs loaded on that computer. It is important to ensure that individuals who need access to the student records have the equipment necessary to do their work, along with the security measures needed to restrict access.

Step 9: Security

Data must be kept safe, and accessible to authorized users only. Whether in a paper or an automated system, policies need to be developed regarding access to the records to safeguard them from improper use. In Step 9, the regulations, policies, and procedures detailed in Step 2 are implemented. Specific guidelines are set forth as a part of the Family Educational Rights and Privacy Act of 1974 (FERPA). This law allows information in student records to be disclosed without student or parental permission only to:

- School employees who have a need-to-know.
- Other schools to which a student is transferring.
- Certain government officials in order to carry out lawful functions.
- Appropriate parties in connection with student financial aid.
- Organizations conducting certain studies for the school.
- Accrediting organizations.
- Individuals who have obtained court orders or subpoenas.
- Persons who need-to-know in cases of health and safety emergencies.
- State and local authorities to whom disclosure is required by state laws adopted before November 19, 1974.

Schools and school districts must also have policies to determine which school employees have a "need-to-know," and provide procedures for them to gain access to the student records. In addition, the policies should address who has access to specific types of data, particularly data of a sensitive nature, that may be a part of the student record, and what security measures will be used to ensure limited access. Policies should also address procedures for identifying and discarding information that need not be maintained permanently.

FERPA guarantees students and/or their parents the right to inspect and review all of their education records maintained by the school or school district, and the right to request that a school correct records believed inaccurate or misleading. This law further restricts the school or district from providing individuals or institutions with information from the student record without the permission of the student/parents. Schools must adopt a written policy about complying with FERPA, and notify parents and eligible students of their rights under this law. Information about FERPA is included in appendix C and in the previously mentioned document, *Protecting the Privacy of Student Records: Guidelines for Education Agencies.*

Security also includes the measures put in place to ensure that records are not lost, stolen, vandalized, or otherwise rendered useless. SEDCAR provides useful guidelines for protecting records from loss. Because physical security can never be assured with complete certainty, all data must be backed up by storage on a duplicate medium. This could be as simple as storing a separate paper copy off-site, in a location not likely to experience the same disaster as the primary location. Computerized files lend themselves well to back-ups generated periodically and stored off site. Extensive information about computer security can be found in the NCES document, *Safeguarding Your Technology*, available from the Government Printing Office or online at **http://nces.ed.gov/pubs98/safetech**.

Step 10: Data integrity and maintenance

The most important aspect of this step is ensuring data quality. Everyone who comes in contact with the student record system shares in this responsibility. However, those individuals with the largest stake in data quality are most likely to make an effort to maintain the integrity and accuracy of the data. For example, high school registrars are known for maintaining accurate course-credit histories for students, because they have the primary responsibility for determining credits. In planning a student record system, effort should be invested up front to ensure that everyone involved with the data system understands the importance of high quality data. Staff members should be encouraged to take ownership of each data file, and should be provided with very clear criteria for maintaining high quality data. Each organization with a student record system should develop a schedule for updating or adding data elements that identify when data elements are to be updated. For example, the schedule should state when a new school year's grade, school, and teacher are to be entered for each student. Such a schedule is essential for timely and accurate calculation of official statistics for a report.

Summary

Student records are a valuable resource in education. With proper planning and management they can become a valuable resource. A well-designed student record system can provide useful information to anyone within the school system who must make decisions about individual or groups of students. As with most major tasks, careful planning and implementation are required to ensure that such a system functions as required. New systems being created and existing systems being upgraded can both benefit by following the ten steps described here.

Chapter 4

DATA ELEMENTS AND DEFINITIONS

This chapter contains data elements and definitions for students, persons related to them, activities in which they participate, and other information that could be maintained about an individual student. An attempt has been made to identify all types of information that could be useful for record-keeping or reporting at the classroom, school, school district, state, and federal levels. The data elements in this chapter do not, however, constitute a student record system or a data collection instrument. **There is no federal mandate to collect this information.** This "dictionary" is meant to be used as a tool for standardizing how information is collected and reported so that the public and the education community can communicate better regarding the schools and their students.

A teacher, school administrator, or local/state education agency may use the data elements in this chapter to design a record with individual student information, a student information system, or a management information system that contains more than just student records. The selection of data elements to be collected is the responsibility of the school, local administrative unit, or state education agency that directs the development and maintenance of student records.

The data elements and definitions could also be used by a researcher in several ways. They could be used to design a data collection survey to collect information about a sample of students, such as a randomly selected group of fifth grade students; or even all students within a particular population, such as all vocational education students in a school district. The data elements and definitions could be incorporated into the survey instructions to ensure that comparable data are collected. Researchers might also use these definitions to identify what data elements from an individual student record system could be used to evaluate a program or analyze the performance of a group of students.

While the majority of the data elements and other terms in this chapter relate directly to an individual student, some might more logically belong in a school or teacher record. For the most part, the included data elements are meant to provide important information about students so that effective decisions can be made about their education. The additional elements have been included because they help to evaluate school quality and effectiveness.

Many of the data elements have been included because the information would logically be included in a student transcript when the student moves from one district to another. For example, the data elements **"0110 Name of Individual," "0461 Communication Number Type,"** and **"0470 Communication Number"** are included for the entity **"21 Health Care Provider"** because this type of information is included in the SPEEDE/ExPRESS format for a student record. This information could allow a receiving school to contact the health care provider at the previous school if further detail about a student's health condition were required.

Some data elements included in the Handbook might be maintained for only a limited period of time. For example, a student's weight at birth (data element 2420) is of use primarily during the first year or two after a child enters kindergarten. In selecting data elements, therefore, consideration should be given to the length of time the data might be maintained.

This handbook makes no assumption about how student-level information is collected or maintained; each data element is included for purposes of consideration. Because of the sensitive nature of some of the data elements, it is suggested that only those that are clearly needed be collected and maintained in the student record system, and that procedures be established for the timely removal of data elements once they are no longer needed.

How to Read This Chapter

Data elements presented in this chapter are divided into nine sections that represent logical groupings. Each data element is accompanied by a definition, options where appropriate, and entity uses. Options and entity uses are components necessary to place data elements in their proper context.

The following example shows how these terms and definitions are arranged:

Section Title → **B. ENROLLMENT**

Category → **School Information**—The identification of the school(s), educational institution(s), and corresponding agencies that the student previously attended, currently attends, or is transferring to attend.

Data Element Number Name, and Definition → 0730 **Enrollment Status**—An indication as to whether a student's name was, is, or will be officially registered on the roll of a school or schools.

Options →
- ***01 Previously enrolled***
- ***02 Currently enrolled***
- ***03 Concurrently enrolled***
- ***04 Transferring (will enroll)***

Entities → Entity Uses: School

No attempt is made to dictate a structure for the maintenance of student data. The structure presented in this chapter is simply one way that the information could be logically grouped.

A **SECTION TITLE,** typed in bold, upper-case letters, describes what type of information is contained in this part of the chapter. Within each section, terms are divided into **Categories**. Typed in bold, upper and lower cases, each underlined category describes a group of related data elements. For example, the category "**Family Information**" includes the data elements "**Marital Status,**" "**Financial Dependency**," and "**Family Income Range**." Categories have no assigned numbers, as they are merely to organize groups and provide clarification.

A ***Data Element*** is a unit of data that can be defined and measured. In this chapter, data elements are typed in bold using upper and lower cases. Examples of data elements are "**Name of Individual**," "**Race**," and "**Birthdate**." Each data element has been assigned a unique, sequential "data element number" consisting of four digits. The data elements have been assigned these numbers for identification purposes.

In the 1994 version of the Handbook, the data element numbers contained three digits. A fourth *zero* digit has been added to each original data element so that now all data element numbers contain four digits. This allows for additional data elements to be inserted between existing data elements. The reader will note that the new data elements are those whose fourth digit is not zero.

It is important to note that when a data element appears in the list of elements of chapter 4 more than once, it retains the original number that was assigned at its first appearance. Thus, although "**Name of Individual**" might appear more than once, it will always be identified as number "0110."

In some cases, computation is required to derive the contents for certain data elements. For example, "**Credits Received: Cumulative**" is the sum of all credit hours a student receives after one or more sessions. This figure is accumulated over time and computed by using at least one other data element ("**Credits Attempted: Given Session**"). This type of calculated data element is distinguished by an asterisk preceding the term. When developing a student database, as illustrated in chapter 5, data elements that require computation are presented with their component constituent data elements used in their computation. Appendix D includes a list of other data elements derived by computation using individual-level student data elements defined in chapter 4. They describe groups of students, rather than individuals.

Options, where applicable, are indented beneath the data elements and typed in bold, italicized, lower-case letters with the first letter capitalized Options give recommended alternatives or responses for a data element. Options are listed in either alphabetical order or in a logical sequence, and have assigned code numbers. For example, "***Female***" and "***Male***" are options under the data element "**Sex**". Some of the options lists have changed since the 1994 version of the Handbook, such as those corresponding to data element "**0290 Language Code**." Others have had new options added, usually at the end of the lists. Still others have options lists where none previously existed. Users of the earlier Handbook should be aware that changes were made to the options lists, and more will likely be made in the future.

The options presented are generally illustrative, not mandatory. In some instances, a subset of options might be sufficient when designing a data system or data collection instrument. For some data elements, options lists would have been useful, but extensive lists could not be created. In these cases, examples of options are listed but comprehensive lists are not included. For some other data elements, options lists were created to meet a perceived need, even though an exhaustive list was not possible. Therefore, some data elements that previously did not have options now do. In some instances, code lists are available from other sources and are referenced. For some data elements, free-form (open-ended) options are the appropriate responses. In these cases, no pre-conceived options are presented. For other data elements, more extensive lists of options might be needed and obtained from other sources.

Entities are persons, places, events, objects, or concepts about which data can be collected. For example, the data element "**Name of Individual**" could be collected to describe a student's emergency contact, a teacher, a counselor, or a health care provider, thus putting the data element into a context. A list of entities and assigned code numbers precedes the nine sections of data terms and definitions.

Entity Uses are listed for each data element, indicating which entities could readily be described by the data element.

A number of data elements in the Data Element Outline are marked with a dagger symbol (†). A panel of state and local education information system experts has identified these data elements as essential for inclusion in a student information system. It is suggested that they be given special consideration as they can provide valuable information for managing the educational enterprise, reporting data to the state or federal government, and evaluating the quality of the education system.

SENSITIVITY OF DATA ELEMENTS

Some data elements included in this handbook are considered to be of a sensitive nature. Their inclusion in this handbook was considered very carefully, recognizing the complexities of the school environment and the need for essential information for making instructional placement and student services decisions. In addition, some data elements reflect federal, state, or local data collection requirements. Each agency or unit planning to collect and maintain information about individual students must determine which data elements should be collected, how the data are to be maintained, and who will have access to the data, taking into consideration federal, state, and local laws and regulations. Chapters 2 and 3 offer suggestions to assist in the consideration of which data to include and how to decide who will have access to which types of data.

Data Element Outline

The following is an outline of the organization of the section headings, categories, and data elements (with the data element numbers) included in this handbook. A number of data elements in the Data Element Outline are marked with a dagger symbol (†), which denotes data elements identified as essential for inclusion in a student information system.

A. PERSONAL INFORMATION

Name

0010	†	First Name
0020	†	Middle Name
0030	†	Last/Surname
0040	†	Generation Code/Suffix
0050		Personal Title/Prefix
0060		Alias
0070		Former Legal Name
0080		Last/Surname at Birth
0090		Nickname
0100		Tribal or Clan Name
0110	†	Name of Individual
0120	†	Name of Institution

Background Information

0130	†	Identification Number
0140	†	Identification System
0149	†	Hispanic or Latino Ethnicity
0150	†	Race
0160		National/Ethnic Origin Subgroup
0170	†	Sex
0180	†	Birthdate
0190		Birthdate Verification
0200		City of Birth
0210		County of Birth
0220	†	State of Birth
0230		Country of Birth Code
0231	†	Name of Country of Birth
0232		Born Outside of the U.S.
0240		First Entry Date (into the United States)
0250		Citizenship Status
0260	†	Country of Citizenship
0270	†	English Proficiency
0280	†	Language Type
0290		Language Code
0291	†	Name of Language
0292		Languages Other Than English
0300		Religious Background
0310		Minor/Adult Status
0315		Homelessness Status
0320	†	Migratory Status
0330		Migrant Classification Subgroup
0340		Migrant National Certificate of Eligibility (COE) Status
0350		Migrant Residency Date
0360		Migrant Last Qualifying Move (LQM) Date
0361		Migrant Last Qualifying Arrival Date (QAD)
0362		Migrant To Join Date

Address/Contact Information

0369		Address Type
0370	†	Street Number/Name
0380	†	Apartment/Room/Suite Number
0390	†	City
0400	†	County
0410	†	State
0420	†	Zip Code
0430	†	Country
0440		Complete Permanent Address
0460		Communication Status
0461		Communication Number Type
0470		Communication Number
0489		Electronic Mail Address Type
0490		Electronic Mail Address
0520		Zone Number
0530		Residence Block Number
0540		Other Geographical Designation
0550		Public School Residence Status
0560		Non-Resident Attendance Rationale
0570		Dwelling Arrangement
0580		Dwelling Ownership
0590		Head of Household

Family Information

0600		Marital Status
0610		Financial Dependency
0620		Number of Dependents
0630		Family Income Range
0640		Economic Disadvantage Status
0641		Eligibility for National School Lunch Program
0642		Participation in National School Lunch Program
0650		Family Public Assistance Status
0660	†	Relationship to Student
0670	†	Life Status
0680		School/Local Education Agency Status
0690		Occupation
0700		Employment Status
0710	†	Employer Type

0720	†	Highest Level of Education Completed

B. ENROLLMENT

School Information

0730	†	Enrollment Status
0120	†	Name of Institution
0370	†	Street Number/Name
0380	†	Apartment/Room/Suite Number
0390	†	City
0400	†	County
0410	†	State
0420	†	Zip Code
0430	†	Country
0460		Communication Status
0461		Communication Number Type
0470		Communication Number
0489		Electronic Mail Address Type
0490		Electronic Mail Address
0130	†	Identification Number
0140	†	Identification System
0740		Lowest Grade Level
0750		Highest Grade Level
0760		School Administration
0770		School Type

Entrance Information

0780		Admission Date
0790		Admission Status
0800	†	Entry Date
0810		Cohort Year
0820	†	Entry Type
0830	†	Entry/Grade Level
0840		Full-Time/Part-Time Status
0841		Full-Time Equivalent (FTE) Status
0850		Day/Evening Status
0860		Boarding Status

Tuition and Fee Information

0870		Tuition Payment Amount
0871		Fee Payment Type
0880		Fee Amount
0920		Total Cost of Education to Student
0930		Tuition Status
0940		Payment Source(s)

Financial Assistance

0950		Financial Assistance Qualifier
0960		Financial Assistance Type
0970		Financial Assistance Descriptive Title
0980		Financial Assistance Source
0990		Financial Assistance Amount

Membership Information

1000	†	Number of Days of Membership

Attendance Information

1010	†	Daily Attendance Status
1011		Number of Days in Attendance
1012		Number of Days Absent
1013		Number of Tardies
1020	†	Class Attendance Status
1030		Released Time

Exit/Withdrawal Information

1040	†	Exit/Withdrawal Date
1050	†	Exit/Withdrawal Status
1060	†	Exit/Withdrawal Type
1070		Death Date
1080		Death Cause
1090		Illness Type
1100	†	Expulsion Cause
1110	†	Expulsion Return Date
1120		Discontinuing Schooling Reason
1130		Compulsory Attendance Status at Time of Discontinuing School
1140		Residence after Exiting/Withdrawing from School
1150		Information Source

Non-Entrance Information

1160		Reason for Non-Entrance in Local Elementary or Secondary School

C. SCHOOL PARTICIPATION AND ACTIVITIES

Session Information

1170	†	Session Type
1180		Session Beginning Date
1190		Session Ending Date
1200		Total Days in Session
1201		Number of Hours in School day
1011		Number of Days in Attendance
1012		Number of Days Absent
1013		Number of Tardies
0830	†	Entry/Grade Level
0110	†	Name of Individual
0130	†	Identification Number
0140	†	Identification System

Course Information

1210		Organization
1220		Course Code System
1221	†	Course Code
1222		Elementary Subject/Course
1230	†	Instructional Level
1231		State University Course Requirement
1240	†	Descriptive Title
1250		Period
1260		Time Element

1270 Principal Medium of Instruction
1271 Language of Instruction
1280 Location of Instruction/Service
1290 Location of Instruction/Service Description
1300 Credit Type Offered
1310 † Number of Credits Attempted
1320 Repeat Identifier
1330 † Number of Credits Received
1340 Reporting Means
1350 Reporting Method
1360 † Grade Assigned
1370 Grade Value Qualifier

Grading Period Information

1380 Grading Period Beginning Date
1390 Grading Period Ending Date
1400 Total Days in Grading Period

Performance Information

1410 Credits Attempted: Given Grading Period
1420 † Credits Attempted: Given Session
1430 Credits Attempted: Given School Year
1440 † Credits Attempted: Cumulative
1450 Credits Received: Given Grading Period
1460 † Credits Received: Given Session
1470 Credits Received: Given School Year
1480 † Credits Received: Cumulative
1490 Grade Points Received: Given Grading Period
1500 † Grade Points Received: Given Session
1510 Grade Points Received: Given School Year
1520 † Grade Points Received: Cumulative
1530 Grade Point Average (GPA): Given Grading Period
1540 † Grade Point Average (GPA): Given Session
1550 Grade Point Average (GPA): Given School Year
1560 † Grade Point Average (GPA): Cumulative

Progress Information

1570 Promotion Type
1580 † Non-Promotion Reason

Honors Information

1590 Honors Information Code
1591 Honors Description
1592 Class Rank
1593 Total Number in Class
1594 Percentage Ranking

Activity Information

1600 Activity Title
1601 Activity Code
1602 Activity Description
1610 Activity Type
1611 Name of Activity Sponsor
1612 Activity Involvement Beginning Date
1613 Activity Involvement Ending Date
1614 Amount of Activity Involvement
1590 Honors Information Code
1591 Honors Description

Graduation Information

1621 Diploma/Credential Type
1622 Diploma/Credential Award Date
1623 Diploma/Credential Level and Honors
1624 Diploma/Credential Level and Honors Description
1625 Non-Course Graduation Requirement Code
1626 Non-Course Graduation Requirement Date Met
1627 Non-Course Graduation Requirement Scores/Results
1592 Class Rank
1593 Total Number in Class
1594 Percentage Ranking

D. NON-SCHOOL AND POST-SCHOOL EXPERIENCE

Non-School Activity Information

1630 Non-School Activity Code
1631 Non-School Activity Description
1632 Non-School Activity Sponsor
1633 Amount of Non-School Activity Involvement
1590 Honors Information Code
1591 Honors Description
1640 Non-School Activity Beginning Date
1650 Non-School Activity Ending Date

Institutional/Organizational Information

0120 † Name of Institution
0440 Complete Permanent Address
0460 Communication Status
0461 Communication Number Type
0470 Communication Number
0489 Electronic Mail Address Type
0490 Electronic Mail Address

Work Experience

1670 In-School/Post-School Employment Status
1680 Experience Type
1690 Work Type
1700 Program of Study Relevance
1710 Employment Permit Number

1720		Employment Permit Certifying Organization
1730		Employment Permit Description
1740		Employment Permit Valid Date
1750		Employment Permit Expiration Date
1760		Employment Start Date
1770		Employment End Date
1780		Number of Hours Worked Per Work Week (Monday-Friday)
1790		Number of Hours Worked Per Weekend
1800		Employment Recognition

Post-School Education/Training

1810		Post-School Training or Education Subject Matter
1820		Education Planned
0720	†	Highest Level of Education Completed
1830		Post-School Recognition

Other Post-School Information

1840		Career Objectives
1850		Military Service Experience
1860		Voting Status
1870		Other Post-School Accomplishments

E. ASSESSMENT

Assessment Information

1880	†	Purpose
1890	†	Assessment Type
1900	†	Assessment Title
1910	†	Assessment Content
1920	†	Subtest Type
1930	†	Level (for which Designed)
0130	†	Identification Number
0140	†	Identification System
1940	†	Grade Level when Assessed
1950		Copyright Date

Administrative Issues

1960		Administration Method
1970		Administration Form
1980		Response Form
1990		Administration Language
2000	†	Special Accommodation
2010	†	Administration Date
2020		Location
0110	†	Name of Individual
2030		Position

Score/Results Reporting

2040		Assessment Reference Type
2050	†	Norm Group
2060	†	Norm Year
2070	†	Norming Period
2080	†	Score Range
2090	†	Reporting Method
2100	†	Score Results
2110		Score Interpretation Information
2120		Reporting and Documentation

F. TRANSPORTATION

Transportation Information

2130	†	Transportation Status
2140		State Transportation Aid Qualification
2150	†	Transportation at Public Expense Eligibility
2160	†	Special Accommodation Requirements

Transportation Contact

0110	†	Name of Individual
0440		Complete Permanent Address
0460		Communication Status
0461		Communication Number Type
0470		Communication Number
0489		Electronic Mail Address Type
0490		Electronic Mail Address

Distance/Time Information

2170		Distance from Home to School
2180		Total Distance Transported
2190		Length of Time Transported

Vehicle Information

2200		Ownership/Type
0130	†	Identification Number
0140	†	Identification System
2210		Route Description
2220		Run Description
2230		Stop Description

G. HEALTH CONDITIONS

Identifiers

0130	†	Identification Number
0140	†	Identification System
2240		Height
2250		Weight
2260		Hair Color
2270		Eye Color
2280		Birthmark
2290		Blood Type

Oral Health

2300		Number of Teeth
2310		Number of Permanent Teeth Lost
2320		Number of Teeth Decayed
2330		Number of Teeth Restored

2340		Occlusion Condition
2350		Gingival (Gum) Condition
2360		Oral Soft Tissue Condition
2370		Dental Prosthetics
2380		Orthodontic Appliances

Maternal and Pre-Natal Condition

2390		Initial Pre-Natal Visit (Gestational Age)
2400		Total Number of Pre-Natal Visits during Pregnancy
2410		Total Weight Gain During Pregnancy

Conditions at Birth

2420		Weight at Birth
2430		Gestational Age at Birth
2440		Health Condition at Birth

Health History

2450		Diseases, Illnesses, and other Health Conditions
2460		Medical Treatment
2470		School Health Emergency Action
2480		Injury
2490		Substance Abuse
2500		Routine Health Care Procedure Required at School
2510		Health Condition Progress Report
2520		Health Care History Episode Date

Medical Evaluations

2530		Evaluation Sequence
2540		Medical Examination Type
2550		Medical Examination Instrument Description/Title
2560		Medical Examination Date
2570		Uncorrected Score/Results
2580		Corrected Score/Results
2590		Medical Examination Unit of Measure
2600		Blood Pressure
2610		Overall Diagnosis/Interpretation of Vision
2620		Overall Diagnosis/Interpretation of Hearing
2630		Overall Diagnosis/Interpretation of Speech and Language
2640		Service Alternatives
2650		Corrective Equipment Prescribed
2660		Corrective Equipment Purpose
2670		Diagnosis of Causative Factor (Condition)
2680		Condition Onset Date

Disabling Conditions

2690	†	Primary Disability Type
2691	†	Qualified Individual with Disabilities under Section 504 of the Rehabilitations Act
2692	†	Qualified Individual with Disabilities under the Individuals with Disabilities Education Act
2693	†	Qualified Individual with Disabilities under the Americans with Disabilities Act
2700		Disability Level
2710	†	Secondary Disability Type
2700		Disability Level
2720	†	Tertiary Disability Type
2700		Disability Level

Medical Laboratory Tests

2730		Blood Test Type
2740		Tuberculosis Test Type
2750		Medical Laboratory Procedure Results

Immunizations

2760	†	Immunization Type
2770		Immunizations Mandated by State Law for Participation
2780	†	Immunization Date
2790	†	Immunization Status Code

Nutrition

2800		Special Diet Considerations

Referrals

2810	†	Referral Purpose
2820		Referral Cause
2830	†	Referral Date
2840		Referral Completion Date
2850		Referral Completion Report

Limitations on School Activities

2860		Limitation Description
2870		Limitation Cause
2880		Limitation Beginning Date
2890		Limitation Ending Date

Health Care Provider

2900		Provider Type
2910		Provider Specialty
2920		Provider Authority
2930		Referral Status
0110	†	Name of Individual
0440		Complete Permanent Address
0460		Communication Status
0461		Communication Number Type
0470		Communication Number
0489		Electronic Mail Address Type
0490		Electronic Mail Address
0130	†	Identification Number
0140	†	Identification System

Other Health Information

2940	†	Emergency Factor
2950	†	Related Emergency Needs
2960		Insurance Coverage
2970		Health Care Plan
2980		Hospital Preference
2990		Medical Waiver
3000		Religious Consideration
3010		Other Special Health Needs, Information, or Instructions

H. SPECIAL PROGRAM PARTICIPATION AND STUDENT SUPPORT SERVICES

Identification Procedure

3020	†	Identification Procedure
3030	†	Identification Results
0110	†	Name of Individual
2030		Position
0120	†	Name of Institution
0440		Complete Permanent Address
0460		Communication Status
0461		Communication Number Type
0470		Communication Number
0489		Electronic Mail Address Type
0490		Electronic Mail Address
3040	†	Program Eligibility Indicator
3050	†	Program Participation Reason
3060	†	Program Participation Identification Date

Early Childhood Program Participation

3070	†	Caregiver/Early Childhood Program Provider
3080	†	Early Childhood Program Setting
3090		Family Day Care Status
3100		Caregiver/Early Childhood Program Description
3110	†	Early Childhood Program Sponsorship
3120		Early Childhood Program Funding Source
3130		Early Childhood Program Components
3131		Early Childhood Special Education Setting
3132		Early Childhood Program Focus

Individualized Education Program Information

3140	†	Individualized Program Type
3150	†	Individualized Program Date Type
3160	†	Individualized Program Date
3170		Number of Minutes per Week Included

Special Program and Student Support Service Participation

3180	†	Special Assistance Program Name
3190		Benefit Type
3200	†	Program Funding Source
3210	†	Instructional Program Service Type
3220	†	Student Support Service Type
3230	†	Transitional Support Service Type
3240		Service Description

Special Program/Services Delivery

3250		Care/Service Frequency
3260		Care/Service Day Status
3270	†	Care/Service Intensity
3280	†	Care/Service Duration
3290	†	Care/Service Beginning Date
1280		Location of Instruction/Services
1290		Location of Instruction/Services Description
3300	†	Service Setting

Service Provider

3310		Service Provider Type

Monitoring Procedure

3320		Monitoring Method
3330		Remarks

Program Exit

3340	†	Care/Service Ending Date
3350	†	Program Exit Reason

I. DISCIPLINE

Nature of Offense

3360	†	Incident Type
3361		Convicted Offense
3370		Incident Description
3380	†	Incident Occurrence Date
3390	†	Incident Occurrence Location
3391		Offense/Incident Occurrence Time

Disciplinary Action

3400	†	Disciplinary Action Type
3410		Disciplinary Action Description
3420		Disciplinary Action Status
3430		Disciplinary Action Beginning Date
3440		Disciplinary Action Ending Date
0110	†	Name of Individual
3450		Disciplinary Action Authority

Entity List

01 **Student**—An individual for whom instruction, services and/or care are provided in an early childhood, elementary or secondary educational program under the jurisdiction of a school, education agency, or other institution or program.

02 **Parent/Guardian**—An individual having parental or legal guardianship responsibility for a student.

03 **Employer**—A business, firm, institution, or other organization for whom an individual works (including self-employment) in return for financial or other compensation.

04 **Sibling(s) or Other School-Age Children Living in Student's Household**—Any brothers, sisters (including half brothers and sisters, stepbrothers and sisters, and foster brothers and sisters) or other school age children living in the same household in which the student resides.

05 **Responsible Adult of Student's Household**—An adult, not necessarily the student's Parent/Guardian, responsible for the student at the household or other domicile in which he or she resides.

06 **Other Adult Living in Student's Household**—An adult, other than the student's Parent/Guardian or the Responsible Adult of Student's Household, living at the household or domicile in which the student resides.

07 **Sponsor**—A person or agency undertaking responsibility (e.g., a proponent, an endorser, or an adviser) for a student. For example, a member of the U.S. Department of Defense (military or civilian) having parental, guardianship, or legal responsibility for a student while in the overseas dependents' school.

08 **Emergency Contact**—An individual who is to be notified in the event of an emergency involving a student when the appropriate Parent/Guardian cannot be contacted.

09 **School**—An institution that provides preschool, elementary, and/or secondary instruction; has one or more grade groupings or is ungraded; has one or more teachers to give instruction or care; is located in one or more buildings; and has an assigned administrator(s).

10 **Local Administrative Unit (LAU)**—An administrative unit at the local level which exists primarily to operate schools or to contract for educational services. These units may or may not be coextensive with county, city, or town boundaries. Public school LAUs are often referred to as local education agencies (LEAs).

11 **Counselor**—A staff member responsible for guiding individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.

12 **Homeroom Monitor**—A teaching or non-teaching school staff member responsible for directing activities during a homeroom class or period on a daily basis. These activities may include, but are not limited to, collecting and maintaining student attendance figures.

13 **Class**—A setting in which organized instruction of course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50 percent of the time.

14 **Teacher**—A professional school staff member responsible for providing learning experiences and care to students during a particular time period or in a given discipline.

15 **Postsecondary Institution** — An organization that provides educational programs for individuals who have completed or otherwise left educational programs in secondary school(s).

16 **Assessment**—A tool, instrument, process, or exhibition composed of a systematic sampling of behavior for measuring a student's competence, knowledge, skills or behavior. An assessment can be used to measure differences in individuals or groups or changes in performance from one occasion to the next.

17 **Evaluator**—An individual responsible for performing a systematic evaluation of specified aspects, conditions, or progress of a student including his or her academic, physical, emotional, psychological, and economic status. Results may include recommendations for providing or not providing specific treatment or support to the student.

18 **Transportation Contact**—An individual responsible for a student's transportation to and from school, or who receives a student at a bus stop or other location.

19 **Transportation Vehicle**—A vehicle used to transport a student to and from school or between home or school and other schools or sites including those authorized for program/service delivery.

20 **Health Evaluation**—A diagnostic examination performed on an individual for identification or evaluation of a health-related process or condition.

21 **Health Care Provider**—An individual or organization responsible for providing health care services to an individual, regardless of the location of service.

22 **Program/Service**—A program or service that supplements the regular school program or serves as early childhood education and care for children prior to reaching school-attendance age. These programs and services are often, but not solely, available through federal, state, or local agencies, non-profit organizations and/or other community-based organizations (or assistance provided by these entities). Services may be instructional or non-instructional in nature and may be provided within or outside of a school building.

23 **Service Provider**—An individual or organization responsible for administering services to a student whom is participating in a program or receiving services.

24 **Disciplinarian**—A school- or agency-designated individual who assumes, or who has been assigned to assume, responsibilities involving the resolution of student discipline problems. Tasks may include the administration of punishment, the supervision of detention and in-house suspension, and the coordination of other disciplinary matters.

DATA ELEMENT DEFINITIONS

A. PERSONAL INFORMATION

Section A, Personal Information, includes information about a student's personal, family, and demographic status.

Entity Uses:	Student Parent/Guardian Employer Sibling(s) or Other School-Age Children Living in Student's Household Responsible Adult of Student's Household Other Adult Living in Student's Household Sponsor Emergency Contact

Name—A word or series of words by which a subject is known and distinguishable.

0010 † **First Name**—A name given to an individual at birth, baptism, or during another naming ceremony, or through legal change.

Entity Uses: Student
Parent/Guardian

0020 † **Middle Name**—A secondary name given to an individual at birth, baptism, or during another naming ceremony, or through legal change.

Entity Uses: Student
Parent/Guardian

0030 † **Last/Surname**—The name borne in common by members of a family.

Entity Uses: Student
Parent/Guardian

0040 † **Generation Code/Suffix**—An appendage, if any, used to denote an individual's generation in his family (e.g., Jr., Sr., III).

Entity Uses: Student
Parent/Guardian

0050 **Personal Title/Prefix**—An appellation, if any, used to denote rank, placement, or status (e.g., Mr., Ms., Reverend, Sister, Dr., Colonel).

Entity Uses: Student
Parent/Guardian

0060 **Alias**—An assumed name, or a name by which an individual is otherwise known.

Entity Uses: Student
Parent/Guardian

0070 **Former Legal Name**—A previously recognized legally accepted name that is no longer valid.

Entity Uses:	Student Parent/Guardian

0080 **Last/Surname at Birth**—The original surname of an individual as identified at birth before any subsequent changes (e.g., the surname of a woman before accepting a married surname).

Entity Uses:	Student Parent/Guardian

0090 **Nickname**—A familiar form of a proper name, a descriptive name, or other colloquial name given instead of or in addition to an individual's formal name.

Entity Uses:	Student

0100 **Tribal or Clan Name**—A name borne in common by members of a tribe or clan (e.g., the Matai name in Samoa).

Entity Uses:	Student

0110 † **Name of Individual**—The full, legally accepted, proper name given to an individual at birth, baptism, or during another naming ceremony, or through legal change (generally used when component parts are not required or requested separately).

Entity Uses:	Sibling(s) or Other School-Age Children Living in Student's Household Responsible Adult of Student's Household Other Adult Living in Student's Household Sponsor Emergency Contact

0120 † **Name of Institution**—The full legally or popularly accepted name of an organization (e.g., a school, an association, or a company).

Entity Uses:	Employer

Background Information—Personal information about (and particular to) an individual, organization, or institution.

0130 † **Identification Number**—A unique number assigned to an individual, organization, or institution by a school, an education agency, a state, or other organization.

Entity Uses:	Student Sibling(s) or Other School-Age Children Living in Student's Household

0140 † **Identification System**—A numbering scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to an individual, institution, or organization.

01 Driver's license number
02 Health record number
03 Medicaid number
04 Migrant number
05 Professional certificate or license number
06 School-assigned number

07 Selective service number
08 Social security administration number
09 College Board/ACT code set of PK-grade 12 institutions
10 Local education agency (LEA) number
11 State education agency (SEA) number
12 U.S. Department of Education, National Center for Education Statistics (NCES) number
13 Other organization number (e.g., Roman Catholic Diocese or association number)
14 Prior incorrect social security administration number
15 U.S. government visa number
16 Personal ID number (used for access into system)
17 Family unit number
99 Other

Entity Uses: Student
Sibling(s) or Other School-Age Children Living in Student's Household

0149 † **Hispanic or Latino Ethnicity**—A person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.[7] The term, "Spanish origin," can be used in addition to "Hispanic or Latino."

01 Hispanic or Latino
02 Non-Hispanic/Latino

Entity Uses: Student

0150 † **Race**—The general racial category which most clearly reflects the individual's recognition of his or her community or with which the individual most identifies.[1] [The way this data element is listed, it must allow for multiple entries so that each student can specify all appropriate races. An alternative would be to list the options as separate data elements and have a yes/no option for each one.]

01 American Indian or Alaska Native—A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community recognition.

02 Asian—A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

03 Black or African American—A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."

04 Native Hawaiian or Other Pacific Islander—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

05 White—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Entity Uses: Student

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[1] These categories reflect the revised Standards for the Classification of Federal Data on Race and Ethnicity (Statistical Policy Directives No. 15) by the Office of Management and Budget (OMB). These categories do not reflect the reporting requirements of all Department programs. See appendix L for further detail.

0160 **National/Ethnic Origin Subgroup**—The national or ethnic subgroup of a person other than "American." Examples for Asian include: Chinese, Japanese, Korean, Filipino, Vietnamese, Asian Indian. For Native Hawaiian or Other Pacific Islander, examples include: Samoan, Hawaiian, or Guamanian. For Hispanics, examples include: Puerto Rican, Mexican-American, Cuban, Argentinean, Dominican, Colombian, Nicaraguan, Salvadoran, or Spaniard. Tribal background could be listed for Alaska Natives or American Indians (e.g., Navaho).

Entity Uses:	Student Parent/Guardian

0170 † **Sex**—A person's gender.

01 Female—A woman or a girl.
02 Male—A man or a boy.

Entity Uses:	Student Parent/Guardian Sibling(s) or Other School-Age Children Living in Student's Household

0180 † **Birthdate**—The month, day, and year on which an individual was born.

Entity Uses:	Student Sibling(s) or Other School-Age Children Living in Student's Household

0190 **Birthdate Verification**—The evidence by which an individual's date of birth is confirmed.

01 Baptismal or church certificate—A form, issued by a church, listing the birthdate and certifying the baptism of a child.

02 Birth certificate—A written statement or form issued by an office of vital statistics verifying the name and birthdate of the child as reported by the physician attending at the birth.

03 Entry in a family Bible—An entry in a family Bible on a special page for recording births, marriages, and other vital information about the family.

04 Hospital certificate—A certificate issued by a hospital verifying the name and birthdate of a child.

05 Parent's affidavit—A sworn, written statement made by an individual's parent to verify his or her age, birthdate, and place of birth.

06 Passport—Any travel document issued by a recognized authority showing the bearer's origin, identity, birthdate, and nationality that is valid for the entry of the bearer into a foreign country.

07 Physician's certificate—A certificate issued by the physician attending at birth, verifying the name and birthdate of the child. A physician's certificate is considered to be a birth certificate when acceptable as such by the political subdivision where issued.

08 Previously verified school records—A school record with the birthdate previously verified that is issued in lieu of more direct evidence to verify the birthdate.

09 State-issued ID (e.g., from Department of Public Safety)—An official document issued by a state government agency, usually the department of public safety or the department of motor vehicles, that formally identifies the holder of the document. It usually is not accompanied by an approval for the holder to operate a vehicle of any type.

10 Driver's license—An official document issued by a state government agency, usually the department of public safety or the department of motor vehicles, that formally allows the holder to operate a motor vehicle, with specifications as to the type of vehicle that he or she can operate.

11 Immigration document (e.g., passport and immigration visas)—An official document issued by a national government that would formally identify the holder of the document.

98 None

99 Other

Entity Uses: Student

0200 **City of Birth**—The name of the city in which an individual was born.

Entity Uses: Student

0210 **County of Birth**—The name of the county, parish, borough, or comparable unit (within a state) in which an individual was born.

(Note: A five-digit FIPS code that identifies counties across the United States is available from the National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161)

Entity Uses: Student

0220 † **State of Birth**—The name of the state (within the United States) or the outlying area in which an individual was born.

(Note: A list of states and outlying areas and their codes can be found in appendix E.)

Entity Uses: Student

0230 **Country of Birth Code**—The code for the name of the country in which an individual was born.

(Note: A list of countries and codes can be found in appendix F.)

Entity Uses: Student

0231 † **Name of Country of Birth**—The name of the country in which an individual was born.

Entity Uses: Student

0232 **Born Outside of the U.S.**—An indication that an individual was born outside of the 50 states, the District of Columbia, and the outlying areas (e.g., U.S. territories, embassies, military bases, etc.).

01 Yes
02 No
03 Unknown

Entity Uses: Student

0240 **First Entry Date (into the United States)**—The month, day, and year of an individual's initial arrival into the United States in order to establish residency.

Entity Uses: Student

0250 **Citizenship Status**—The description that best identifies the status of an individual's citizenship and/or residency in the United States.

01 Dual national—An individual who is a citizen of more than one country.

02 Non-Resident alien—An individual who has been admitted temporarily to the United States as a non-immigrant, but is not a citizen, including those granted student visas solely for the purpose of study (e.g., alien students).

03 Resident alien—An individual who has been admitted to the United States for permanent residency but is not a citizen of the United States.

04 United States citizen—An individual who is a citizen of only the United States regardless of how this status was acquired.

99 Other

Entity Uses: Student

0260 † **Country of Citizenship**—The country to which an individual acknowledges citizenship (if other than the United States).

(Note: A list of countries and codes can be found in appendix F.)

Entity Uses: Student

0270 † **English Proficiency**—An individual's adeptness at English as indicated by: a) reading skills (the ability to comprehend and interpret text); b) listening skills (the ability to understand verbal expressions of the language); c) writing skills (the ability to produce written text with content and format); and d) speaking skills (the ability to use oral language appropriately and effectively).

01 Native English speaker
02 Fluent English proficient
03 Limited English proficient/English language learner
04 Non-English speaking
05 Redesignated as fluent English proficient
99 Status unknown

Entity Uses: Student

0280 † **Language Type**—An indication of the function and context in which an individual uses a language to communicate.

01 Correspondence language—The language or dialect to be used when sending written communication (e.g., letters, facsimiles, or electronic mail) to an individual.

02 Dominant language—The language or dialect an individual best understands and with which he or she is most comfortable. A person may be dominant in one language in certain situations and another for others.

03 Home language—The language or dialect routinely spoken in an individual's home. This language or dialect may or may not be an individual's native language.

04 Native language—The language or dialect first learned by an individual or first used by the Parent/Guardian with a child. This term is often referred to as primary language.

05 Other language proficiency—Any language or dialect, other than the dominant language, in which an individual is proficient.

99 Other

Entity Uses: Student
Parent/Guardian

0290 **Language Code**—The code for the specific language or dialect that an individual uses to communicate.

(Note: A list of languages and dialects can be found in appendix G.)

Entity Uses: Student
Parent/Guardian

0291 † **Name of Language**—The specific language or dialect that an individual uses to communicate.

Entity Uses: Student
Parent/Guardian

0292 **Languages Other Than English**—An indicator that an individual speaks or uses a language other than English.

01 Yes
02 No
03 Unknown

Entity Uses: Student
Parent/Guardian

0300 **Religious Background**—The religion or religious group (i.e., the specific unified system of religious expression) with which an individual most identifies.

01 Amish
02 Assembly of God
03 Baptist
04 Buddhist
05 Calvinist

06 Catholic
07 Eastern Orthodox
08 Episcopal
09 Friends
10 Greek Orthodox
11 Hindu
12 Islamic
13 Jehovah's Witnesses
14 Jewish
15 Latter Day Saints
16 Lutheran
17 Mennonite
18 Methodist
19 Pentecostal
20 Presbyterian
21 Other Christian denomination
22 Seventh Day Adventist
23 Tao
24 Unitarian Universalist
98 None
99 Other

Entity Uses: Student

0310 **Minor/Adult Status**—A person's status in relation to legal adulthood as specified by state law.

01 Emancipated minor—An individual who has not reached a specified minimum age of adulthood, but is free (emancipated) from parental control as a result of a court ruling and therefore may be exempt from the provisions of compulsory school attendance.

02 Legal adult—An individual who has reached a specified minimum age of adulthood.

03 Legal minor—An individual who has not reached a specified minimum age of adulthood.

Entity Uses: Student

0315 **Homelessness Status**—An indication that an individual lacks a fixed, regular, and adequate nighttime residence and has a primary nighttime residence that is: 1) a supervised, publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill); 2) an institution that provides a temporary residence for individuals intended to be institutionalized; or 3) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. (See Section 103 of the McKinney Act for a more detailed description of this data element.)

01 Yes
02 No

Entity Uses: Student

0320 † **Migratory Status**—An indication that an individual, or a parent/guardian accompanying an individual, maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

01 Currently a migratory child—A child whose parent/guardian is a migratory agricultural worker or a migratory fisher; and who has moved within the past 12 months from one school district to another in order to enable the child, the child's parent/guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishery activity.

02 Formerly a migratory child—A child who was eligible to be counted and was served as a migratory child within the past five years, but is not currently a migratory child.

03 Not a migratory child—A child whose parent/guardian is not a migrant worker.

Entity Uses: Student

0330 **Migrant Classification Subgroup**—An indication of the status of a migrant student, as further specified by the migratory pattern (i.e., interstate or intrastate) and industry (i.e., agriculture or fishing) by which his or her family is influenced.

01 Interstate agricultural (currently migratory)
02 Intrastate agricultural (currently migratory)
03 Formerly agricultural (formerly migratory)
04 Interstate fishing (currently migratory)
05 Intrastate fishing (currently migratory)
06 Formerly fishing (formerly migratory)

Entity Uses: Student

0340 **Migrant National Certificate of Eligibility (COE) Status**—An indication as to whether a migrant student has completed the COE, which records, usually on a single form, all eligible students in a family who arrived on the same date in the state or district where the student, parent, guardian, or spouse, obtained or sought qualifying agricultural or fishing work.

01 National Certificate of Eligibility completed
02 National Certificate of Eligibility not completed

Entity Uses: Student

0350 **Migrant Residency Date**—The month, day, and year on which a migrant student entered the school district. The residency date and the qualifying arrival date (QAD) are the same only if the most current move enables the worker to obtain or seek qualifying agricultural or fishing employment. A subsequent move for a reason other than obtaining qualifying work would create a new residency date, but would not change the qualifying arrival date. The residency date is always the same as or after the date of the qualifying arrival date.

Entity Uses: Student

0360 **Migrant Last Qualifying Move (LQM) Date**—The month, day, and year on which a migrant student last moved, based on the Certificate of Eligibility. This date may also be identified as the Qualifying Arrival Date (QAD).

Entity Uses: Student

0361 **Migrant Last Qualifying Arrival Date (QAD)**—The month, day, and year on which the family unit or the student (where the student is the worker) arrived at the place where qualifying work was sought. For interstate migrant students (students who moved from one state to another), this is the date they arrived in the state. For intrastate migrant students (students who moved from one school district or, if the state has only one school district, from one school administrative area to another), this is the date they arrived in the school district or school administrative area.

Entity Uses: Student

0362 **Migrant To Join Date**—The month, day, and year on which the student moved, which is either before or after the date the parent, guardian, or spouse moved to seek qualifying work. When the student's move precedes the worker's move, the qualifying arrival and residency dates are the date the worker arrived. When the student's move follows the worker's move, the qualifying arrival and residency dates are the date the student arrived. As a rule of thumb, the student's move should be within a year of the worker's move.

Entity Uses: Student

Address/Contact Information—Information that can be used to direct communication to an individual, organization, or institution.

0369 **Address Type**—The type of address listed for an individual or organization.

01 Permanent home address—physical location of home
02 Other home address
03 Mailing address—other address or P.O. Box address
04 Campus address
05 Employer's address
06 Employment address
07 Organization's address

Entity Uses: Student

0370 † **Street Number/Name**—The street number and street name or post office box number of an address.

Entity Uses: Student
Parent/Guardian

0380 † **Apartment/Room/Suite Number**—The apartment, room, or suite number of an address.

Entity Uses: Student
Parent/Guardian

0390 † **City**—The name of the city in which an address is located.

Entity Uses: Student
Parent/Guardian

0400 † **County**—The name of the county, parish, borough, or comparable unit (within a state) in which an address is located.

(Note: A five-digit FIPS code that identifies counties across the United States is available from the National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161)

Entity Uses: Student
Parent/Guardian

0410 † **State**—The name of the state (within the United States) or outlying area in which an address is located.

(Note: A list of states and outlying areas and their codes can be found in appendix E.)

Entity Uses: Student
Parent/Guardian

0420 † **Zip Code**—The five or nine digit zip code portion of an address.

Entity Uses: Student
Parent/Guardian

0430 † **Country**—The name of the country in which an address is located.

(Note: A list of countries and codes can be found in appendix F.)

Entity Uses: Student
Parent/Guardian

0440 **Complete Permanent Address**—The street number and name, apartment/room/suite number, city, county, state, zip code, and country of an individual's or organization's permanent address (generally used when component parts are not required or requested separately).

Entity Uses: Employer
Sponsor
Emergency Contact

0460 **Communication Status**—An indication of special circumstances which affect communication to an individual, organization, or institution via a telephone (e.g., no telephone connection, no one available to answer the telephone during certain hours).

Entity Uses: Student
Parent/Guardian
Employer
Sponsor
Emergency Contact

0461 **Communication Number Type**—The type of communication number listed for an individual or organization.

01 Alternate telephone number
02 Answering service
03 Beeper number
04 Telephone extension
05 Home facsimile number

06 Home telephone number
07 Night telephone number
08 Other residential facsimile number
09 Other residential telephone number
10 Appointment telephone number
11 Personal cellular number
12 Personal telephone number
13 Telex number
14 Telemail
15 Voice mail
16 Work cellular number
17 Work facsimile number
18 Work telephone number

Entity Uses: Student
Parent/Guardian

0470 **Communication Number**—The telephone number including the international code, area code, and extension, if applicable.

Entity Uses: Student
Parent/Guardian
Employer
Sponsor
Emergency Contact

0489 **Electronic Mail Address Type**—The type of electronic mail (email) address listed for an individual or organization.

01 Home/personal
02 Work
99 Other

Entity Uses: Student
Parent/Guardian
Employer
Sponsor
Emergency Contact

0490 **Electronic Mail Address**—The electronic mail (email) address of an individual or organization.

Entity Uses: Student
Parent/Guardian
Employer
Sponsor
Emergency Contact

0520 **Zone Number**—The number assigned to a geographical area for purposes of census enumeration. For a public school census, this number is generally assigned by the local education agency (LEA).

Entity Uses: Student

0530 **Residence Block Number**—A number assigned to a particular block of residences.

Entity Uses: Student

0540 **Other Geographical Designation**—Any relevant description for a geographical location other than those described above.

Entity Uses: Student

0550 **Public School Residence Status**—An indication of the location of an individual's legal residence relative to (within or outside) the boundaries of the public school attended and its administrative unit.

01 Resident of administrative unit and usual school attendance area—The individual's legal residence is within the administrative unit and the attendance area of the school he or she attends.

02 Resident of administrative unit, but of other school attendance area—The individual's legal residence is within the administrative unit, but not within the attendance area of the school he or she attends.

03 Resident of this state, but not of this administrative unit—The individual's legal residence is outside the administrative unit of the school he or she attends.

04 Resident of an administrative unit that crosses state boundaries—The individual's legal residence is in an administrative unit that crosses state boundaries.

05 Resident of another state—The individual's legal residence is in a state other than the state in which his or her school's administrative unit resides.

Entity Uses: Student

0560 **Non-Resident Attendance Rationale**—The reason that the student attends a school outside of his or her usual attendance area.

01 Attending an area alternative school—The student is attending a public elementary or secondary school that: 1) addresses the needs of students which typically cannot be met in a regular school; 2) provides nontraditional education; 3) serves as an adjunct to a regular school; or 4) falls outside of the categories of regular, special program emphasis or vocational/technical education.

02 Attending an area magnet program (including gifted and talented or honors programs)—The student is attending an elementary or secondary school program within the public education system that has been designed: 1) to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing, or eliminating racial isolation; and/or 2) to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language).

03 Attending an area special education school—The student is attending an early childhood, elementary or secondary school that focuses primarily on special education and adapts the curriculum, materials, or instruction for students accordingly. This may include instruction for any of the following: autism, deaf-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, and other health impairments.

04 Attending an area vocational/technical school—The student is attending a school that offers a secondary education program available in regular or trade high schools or separate vocational centers or programs that provide formal preparation for semi-skilled, skilled, technical or professional occupations for high school-aged students who have opted to develop or expand their employment opportunities, often in lieu of preparing for college entry. This type of instruction is often referred to as career and technology preparation.

05 Attending a private school—The student is attending an educational institution administered by a non-governmental agency at the early childhood, elementary, or secondary level.

06 Court-mandated juvenile system assignment—The student is completing an assignment in a juvenile system to fulfill a court mandate.

07 Home schooling—The student is receiving educational instruction offered in a home environment, as regulated by state law, for reasons other than health.

08 Local education agency (LEA) assignment—The student is enrolled in a school outside of his or her attendance area as assigned by a LEA (e.g., for cost-saving measures or for desegregation purposes).

09 Migrant education program participation—The student is enrolled in a school outside of his or her attendance area because he or she, or his or her parent/guardian, is a migrant worker.

10 Open enrollment—The student is enrolled in a school outside of his or her own attendance area by choice, as permitted by state or local policy.

11 Voucher—The student is enrolled in a private school through the use of vouchers, as permitted by state or local policy.

12 Charter school—The student is enrolled in a charter school as permitted by state or local policy.

99 Other

Entity Uses: Student

0570 **Dwelling Arrangement**—An indication of the arrangement or environment in which an individual resides.

01 Boarding house—A private residence in which an individual or his or her family resides and receives one or more meals per day.

02 Cooperative house—A house in which individuals or families are responsible for the financing and administration of living costs, each paying a proportionate amount of expenses and sharing in the maintenance of the house.

03 Crisis shelter—A facility that provides a temporary place to stay for individuals who are unable to return to their own residences due to sexual assault, domestic violence or other problems.

04 Disaster shelter—A facility that provides temporary shelter for individuals whose residences have been made uninhabitable by fire, flood, earthquake, or other major disaster.

05 Residential school/dormitory—A building (usually under general school or college supervision) with many rooms that provide sleeping and living accommodations for a number of students.

06 Family residence—A residence in which an individual lives alone, with his or her birth, adoptive, sponsoring, or guardian family (including relatives), or with roommates.

07 Foster home—A residence in which an individual is placed in an alternative living arrangement in an agency-supervised private home that is licensed to provide foster care.

08 Institution—A facility having a social, educational, health, or other purpose such as a community- or hospital-based facility.

09 Prison or juvenile detention center—A facility where individuals convicted of crimes are confined or where accused individuals are held while awaiting trial.

10 Rooming house—A residence in which one or more individuals or families occupy rooms, generally without meals being provided (e.g., a hotel or motel).

11 Transient shelter—A facility that provides a temporary place to stay for travelers, newcomers or homeless people in the community.

12 No home—An instance in which an individual is without a dwelling.

13 Other dormitory—A facility not under school supervision (e.g., migrant camps, orphanages).

99 Other

Entity Uses: Student

0580 **Dwelling Ownership**—An indication of the type of ownership of a residence in which an individual lives.

01 Owned property—Housing that an individual or the individual's family owns in part (mortgaged) or completely and for which rent is not paid.

02 Public or subsidized housing—Housing owned by the local, state, or federal government that is provided to individuals on a rent-free or reduced-rent basis.

03 Rental property—Housing for which an individual or an individual's family leases and pays rent at some fixed interval for the purpose of accommodation.

99 Other

Entity Uses: Student

0590 **Head of Household**—The individual with primary responsibility for the maintenance of a residence.

01 Agency official
02 Foster parent(s)
03 Institution official
04 Non-parental relative
05 Non-relative owner of property
06 Parent/Guardian

07 Prison official
08 School official
09 Spouse
10 Student
99 Other

Entity Uses: Student

Family Information—Information about the student's family condition and responsibilities.

0600 **Marital Status**—The condition of an individual with regard to marriage.

01 Legally separated
02 Married
03 Not married (never married, legally divorced, widowed, or marriage annulled)

Entity Uses: Student
Parent/Guardian

0610 **Financial Dependency**—The financial reliance of an individual.

01 Dependent on parent/guardian—An individual who relies primarily upon his or her parent/guardian for financial support or aid.

02 Dependent on relatives (other than parent/guardian)—An individual who relies primarily upon his or her relatives (other than parent/guardian) for financial support or aid.

03 Dependent on other—An individual who relies primarily upon someone other than his or her relatives (including parent/guardian) for financial support or aid.

04 Independent—An individual who relies upon himself or herself for financial support or aid (i.e., he or she is self-reliant).

Entity Uses: Student
Sibling(s) or Other School-Age Children Living in Student's Household

0620 **Number of Dependents**—The number of persons (minor or adult) for whom an individual has legal responsibility.

Entity Uses: Student

0630 **Family Income Range**—The category which best represents the total combined income during the past 12 months of all members of the family who share financial responsibility in a household. This includes money from jobs, net income from business, farm or rent, pensions, dividends, interest, social security payments and any other money income received by members of the family.

01 $0-2,999
02 $3,000 to 5,999
03 $6,000 to 8,999
04 $9,000 to 11,999
05 $12,000 to 14,999
06 $15,000 to 19,999
07 $20,000 to 29,999
08 $30,000 to 39,999
09 $40,000 to 49,999

10 $50,000 to 59,999
11 $60,000 to 69,999
12 $70,000 to 79,999
13 $80,000 to 89,999
14 $90,000 to 99,999
15 $100,000 or more

Entity Uses: Student

0640 **Economic Disadvantage Status**—An indication of inadequate financial condition of an individual's family, as determined by family income, number of family members/dependents, participation in public assistance programs, and/or other characteristics considered relevant by federal, state, and local policy.

Entity Uses: Student

0641 **Eligibility for National School Lunch Program**—An indication of a student's eligibility for free or reduced price breakfast, lunch, and milk programs.

01 Free breakfast
02 Reduced-price breakfast
03 Free lunch
04 Reduced-price lunch
05 Free milk
97 Unknown
98 None

Entity Uses: Student

0642 **Participation in National School Lunch Program**—An indication of a student's participation in free or reduced price breakfast, lunch, and milk programs.

01 Free breakfast
02 Reduced-price breakfast
03 Free lunch
04 Reduced-price lunch
05 Free milk
97 Unknown
98 None

Entity Uses: Student

0650 **Family Public Assistance Status**—An indication of the type of public assistance received by an individual's household from a welfare agency, whether local, state, federal, or private.

01 Temporary Assistance for Needy Families (TANF)—A state income maintenance program with matching federal funds administered by the county that provides basic financial assistance for pregnant women and families in addition to children who are deprived of support or care due to the death, incapacity, unemployment or continued absence of one or both parents/guardians.

02 Food stamps—A federally-sponsored program administered by the county with the objective of improving the diets of individuals in low-income households by increasing their food purchasing ability. Households receive a coupon allotment that may be used in participating stores to buy food for human consumption and garden seeds and plants to produce food for personal consumption.

03 Women, Infants and Children (WIC) programs—A federally-funded program that provides monthly food supplements and nutrition education for low-income pregnant and postpartum mothers, infants, and children who are in poor health or at health risk because of poor diets.

99 Other

Entity Uses: Student

0660 † **Relationship to Student**––The nature of an individual's relationship to a student.

01 Aunt
02 Brother, half
03 Brother, natural/adoptive
04 Brother, step
05 Cousin
06 Daughter
07 Father, foster
08 Father, natural/adoptive
09 Father, step
10 Friend
11 Grandfather
12 Grandmother
13 Husband
14 Guardian
15 Mother, foster
16 Mother, natural/adoptive
17 Mother, step
18 Nephew
19 Niece
20 Significant other
21 Sister, half
22 Sister, natural/adoptive
23 Sister, step
24 Son
25 Uncle
26 Ward
27 Wife
28 Adopted son
29 Adopted daughter
30 Adoptive parents
31 Advisor
32 Agency representative
33 Brother-in-law
34 Court appointed guardian
35 Daughter-in-law
36 Dependent
37 Employer
38 Ex-husband
39 Ex-wife
40 Family member
41 Father's significant other

42 Father-in-law
43 Fiancé
44 Fiancée
45 Foster daughter
46 Foster parent
47 Foster son
48 Granddaughter
49 Grandparent
50 Grandson
51 Great aunt
52 Great Uncle
53 Life partner
54 Life partner of parent
55 Minister or priest
56 Mother's significant other
57 Mother-in-law
58 Partner
59 Partner of parent
60 Probation officer
61 Sister-in-law
62 Son-in-law
63 Stepson
64 Stepdaughter
98 None
99 Other

Entity Uses:	Parent/Guardian Sibling(s) or Other School-Age Children Living in Student's Household Responsible Adult of Student's Household Other Adult Living in Student's Household Sponsor Emergency Contact

0670 † **Life Status**—The condition of being living or deceased.

01 Deceased
02 Living

Entity Uses: Parent/Guardian

0680 **School/Local Education Agency Status**—An indication as to whether an individual (e.g., a sibling) is enrolled in the same school or local education agency as another specified student.

01 Enrolled in the same school or local education agency
02 Enrolled in a different school or local education agency
03 Not enrolled in any school or local education agency

Entity Uses: Sibling(s) or Other School-Age Children Living in Student's Household

0690 **Occupation**—The vocation chosen by an individual.

(Note: A list of occupational groups and codes can be found in appendix H.)

Entity Uses: Parent/Guardian

0700 **Employment Status**—The category which most clearly reflects the nature and degree of an individual's participation in the work force.

01 Disabled, not looking for work—An individual who is out of work due to short- or long-term disability and is not actively seeking employment.

02 Full-time—An individual who is employed on a basis that is considered to be full employment (usually at least 35 hours per week).

03 In school—An individual who is precluded from holding a job because of responsibilities of being a full-time student.

04 Part-time—An individual who is employed on a basis that is less than full-time (usually less than 35 hours per week).

05 Unemployed, looking for work—An individual who is without work but is actively seeking employment.

06 Not employed, not looking for work—An individual who is not employed and is not actively seeking employment.

07 Retired—An individual who no longer actively holds a position in the work force because of advancing age or length of service.

08 Volunteer—An individual who has assumed regular responsibilities for which he or she is not compensated with pay (e.g., church volunteer and community worker).

09 Active military (overseas)—An individual who is an active, uniformed military personnel who is stationed outside of the United States (not including those stationed in Hawaii, Alaska, and the outlying areas).

10 Active military (U.S.A.)—An individual who is an active, uniformed military personnel who is stationed in the United States (including those who are stationed in Hawaii, Alaska, and the outlying areas).

11 Leave of absence—An individual who has taken a temporary leave from his or her current position and responsibilities. The leave is with full or partial pay, or without pay.

12 Leave of absence (maternity)—An individual who has taken a temporary leave from her current position and responsibilities for pregnancy and/or birth. The leave is with full or partial pay, or without pay.

13 Leave of absence (parental or adoption)—An individual who has taken a temporary leave from his or her current position and responsibilities for the birth or adoption of a child. The leave is with full or partial pay, or without pay.

14 Seasonal—An individual who is employed in agricultural work of a seasonal or other temporary nature who is not required to be absent overnight from his or her permanent place of residence.

99 Other

Entity Uses: Parent/Guardian

0710 † **Employer Type**—An indication of the general nature of the major employment of an individual.

01 Government—A federal, regional, state or local government agency.

02 Military—Active duty in a branch of the armed forces.

03 Private organization—A non-governmental organization or business.

04 Self-employed—Earning income directly from one's own business, trade, or profession rather than as an employee of another individual or organization.

05 Military/Department of Defense—Civilian employment in a branch of the armed forces or the U.S. Department of Defense.

06 Agricultural/fishery seasonal employer—A farm, ranch, processing establishment, cannery, gin, packing shed, nursery, or entity that produces or conditions seed, and that recruits, solicits, hires, employs, furnishes, or transports any migrant or seasonal agricultural worker.

99 Other

Entity Uses: Employer

0720 † **Highest Level of Education Completed**—The extent of formal instruction an individual has received (i.e., the highest grade in school or its equivalent or the highest degree received).

01 No school completed
02 Nursery school
03 Kindergarten
04 1st, 2nd, 3rd, or 4th grade
05 5th, 6th, 7th, or 8th grade
06 9th grade
07 10th grade
08 11th grade
09 12th grade, no diploma
10 High school completer (e.g., GED, Certificate of Attendance)
11 High school graduate
12 Post graduate (Grade 13)
13 Postsecondary award, certificate or diploma (less than one year)
14 Postsecondary award, certificate or diploma (more than or equal to one year)
15 Some college but no degree
16 Associate's degree (two years or more)
17 Bachelor's (Baccalaureate) degree (e.g., B.A., A.B., B.S.)
18 Some graduate school, but no degree
19 First professional degree (e.g., D.C. or D.C.M., D.D.S. or D.M.D., M.D., O.D., D.O., D.Phar., Pod.D. or D.P., D.V.M., L.L.B. or J.D., M.Div., M.H.L., B.D., or Ordination)
20 Master's degree (e.g., M.A., M.S., M.Eng, M.Ed, M.S.W., or M.B.A.)
21 Specialist's degree (e.g., Ed.S)
22 Doctoral (Doctors) degree (e.g., Ph.D, Ed.D)
99 Other

Entity Uses: Parent/Guardian

B. ENROLLMENT

Section B, Enrollment includes data about a student's entrance or reentrance into the institution in which he or she receives instruction (including instruction in school or by correspondence), about his or her membership (including attendance, absence, tardiness, and early departure), and about his or her exit from school (including transfer, withdrawal, and death).

Entity Uses:	School Local Administrative Unit (LAU) Student

School Information—The identification of the school(s), educational institution(s), and corresponding agencies that a student previously attended, currently attends, concurrently attends, or is transferring to attend.

0730 † **Enrollment Status**—An indication as to whether a student's name was, is, or will be officially registered on the roll of a school or schools.

01 Previously enrolled—A student was enrolled in a school at an earlier time but has since withdrawn.

02 Currently enrolled—A student is enrolled in a school at the present time.

03 Concurrently enrolled—An arrangement whereby a student is enrolled in and regularly attends two separate schools that share direction and control of his or her studies.

04 Transferring (will enroll)—An arrangement whereby a student has made plans to change his or her enrollment from one school to another.

Entity Uses:	School

0120 † **Name of Institution**—The full legally or popularly accepted name of an organization (e.g., a school, an association, or a company).

Entity Uses:	School Local Administrative Unit (LAU)

0370 † **Street Number/Name**—The street number and street name or post office box number of an address.

Entity Uses:	School Local Administrative Unit (LAU)

0380 † **Apartment/Room/Suite Number**—The apartment, room, or suite number of an address.

Entity Uses:	School Local Administrative Unit (LAU)

0390 † **City**—The name of the city in which an address is located.

Entity Uses:	School Local Administrative Unit (LAU)

0400 † **County**—The name of the county, parish, borough, or comparable unit (within a state) in which an address is located.

Entity Uses:	School Local Administrative Unit (LAU)

0410 † **State**—The name of the state (within the United States) or outlying area in which an address is located.

Entity Uses: School
Local Administrative Unit (LAU)

0420 † **Zip Code**—The five or nine digit zip code portion of an address.

Entity Uses: School
Local Administrative Unit (LAU)

0430 † **Country**—The name of the country in which an address is located.

Entity Uses: School
Local Administrative Unit (LAU)

0460 **Communication Status**—An indication of special circumstances which affect communication to an individual, organization, or institution via a telephone (e.g., no telephone connection, no one available to answer the telephone during certain hours).

Entity Uses: School
Local Administrative Unit (LAU)

0461 **Communication Number Type**—The type of communication number listed for an individual or organization.

01 Alternate telephone number
02 Answering service
03 Beeper number
04 Telephone extension
05 Home facsimile number
06 Home phone number
07 Night telephone number
08 Other residential facsimile number
09 Other residential telephone number
10 Appointment phone
11 Personal cellular number
12 Personal phone number
13 Telex number
14 Telemail
15 Voice mail
16 Work cellular number
17 Work facsimile number
18 Work telephone number

Entity Uses: School
Local Administrative Unit (LAU)

0470 **Communication Number**—The telephone number including the international code, area code, and extension, if applicable.

Entity Uses: School
Local Administrative Unit (LAU)

0489 **Electronic Mail Address Type**—The type of electronic mail (email) address listed for an individual or organization.

01 Home/personal
02 Work
99 Other

Entity Uses: School
Local Administrative Unit (LAU)

0490 **Electronic Mail Address**—The electronic mail (email) address of an individual or organization.

Entity Uses: School
Local Administrative Unit (LAU)

0130 † **Identification Number**—A unique number assigned to an individual, organization, or institution by a school, an education agency, a state, or other organization.

Entity Uses: School
Local Administrative Unit (LAU)

0140 † **Identification System**—A numbering scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to an individual, institution, or organization.

01 Driver's license number
02 Health record number
03 Medicaid number
04 Migrant number
05 Professional certificate or license number
06 School-assigned number
07 Selective service number
08 Social security administration number
09 College Board/ACT code set of PK-grade 12 institutions
10 Local education agency (LEA) number
11 State education agency (SEA) number
12 U.S. Department of Education, National Center for Education Statistics (NCES) number
13 Other organization number (e.g., Roman Catholic Diocese or association number)
14 Prior incorrect social security administration number
15 U.S. government visa number
16 Personal ID number (used for access into system)
17 Family unit number
99 Other

Entity Uses: School
Local Administrative Unit (LAU)

0740 **Lowest Grade Level**—The lowest instructional level offered by an educational institution.

01 Infant
02 Pre-Kindergarten
03 Kindergarten
04 Grades 01-13
05 Ungraded
06 Adult
99 Other

Entity Uses: School

0750 **Highest Grade Level**—The highest instructional level offered by an educational institution.

01 Infant
02 Pre-Kindergarten
03 Kindergarten
04 Grades 01-13
05 Ungraded
06 Adult
99 Other

Entity Uses: School

0760 **School Administration**—The type of educational institution as classified by its administrative authority, establishment, and operation.

01 Correction or juvenile detention facility—A facility where individuals are placed when mandated by a judicial proceeding, including short-term detention facilities that are community-based or residential.

02 Federally-mandated school—An educational institution that is sponsored, operated, or under the direction or auspices of the federal government (e.g., the Bureau of Indian Affairs Schools).

03 Home school—An educational environment in which a student receives instruction offered in a home, as regulated by state law, for reasons other than health.

04 Hospital/Homebound—An institution or home where the sick and injured receive medical, health, surgical, and emergency care. Instructional programs may provide classroom or tutorial sessions for hospitalized or homebound students who are unable to attend regular or special day classes because of non-contagious medical conditions, physical disabilities, or emotional problems.

05 Private, non-religiously-affiliated school—An educational institution that is operated by a non-governmental, non-religious group or organization.

06 Private, religiously affiliated school—An educational institution that is affiliated with and operated by a non-governmental, religious group or organization.

07 Public school—An institution which provides educational services and: 1) has one or more grade groups (pre-kindergarten through grade 12) or is ungraded; 2) has one or more teachers to give instruction; 3) is located in one or more buildings; 4) has an assigned administrator(s); 5) receives public funds as primary support; and 6) is operated by a local education agency.

08 Refugee camp—A facility that serves as temporary shelter for individuals who have fled their native countries but may or may not have been granted legal entry into another country.

09 State-operated school—An educational institution that is administered directly by a state agency.

10 State-supported school—An educational institution that is operated under contract or other arrangement with a State agency.

99 Other

Entity Uses: School

0770 **School Type**—The type of educational institution as classified by its focus.

01 Regular—A school providing instruction and educational services that do not focus primarily on special education, vocational/technical education, alternative education, or on any of the particular themes associated with magnet/special program emphasis schools.

02 Alternative—A school that: 1) addresses needs of students which cannot typically be met in a regular school; 2) provides nontraditional education; 3) serves as an adjunct to a regular school; and 4) falls outside of the categories of regular, magnet/special program emphasis, special, or vocational/technical education.

03 Magnet/special program emphasis—A school within the public education system that has been designed: 1) to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing, or eliminating racial isolation; and/or 2) to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language).

04 Montessori—A school that places primary emphasis on use of the Montessori method of educating young children. This method focuses on training of the senses and guidance rather than rigid control of the child's activity so as to encourage self-education.

05 Special education—A school that adapts the curriculum, materials, or instruction for students identified as needing special education. This may include instruction for students with any of the following: autism, deaf-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, developmental delay, and other health impairments.

06 Vocational/technical—A school that focuses primarily on providing formal preparation for semi-skilled, skilled, technical or professional occupations for high school-aged students who have opted to develop or expand their employment opportunities, often in lieu of preparing for college entry.

07 Charter school—A public or private school that is exempted from significant state or local rules that normally govern the operation and management of public schools. It is created by a developer as a public or private school, or is adapted by a developer from an existing public school, and is operated under public or private supervision and directions. It operates in pursuit of a specific set of education objectives determined by the school's developer and agreed to by the public or private chartering agency and provides a program of elementary and secondary education, or both. It meets all applicable federal, health, and local health and safety requirements; and operates in accordance with state law.

99 Other

Entity Uses: School

Entrance Information—Information concerning the entrance or re-entrance of a student into a school or other educational institution. This includes a description of the status of a student when he or she is admitted to an institution and a classification of his or her entry.

0780 **Admission Date**—The month, day, and year on which a student is admitted to a school or an educational institution.

Entity Uses: Student

0790 **Admission Status**—The status given to a student when he or she is admitted to a school or an educational institution.

01 Regular student—A student who meets all of the regular admission requirements of a school or an educational institution.

02 Probationary student (academic)—A student who does not meet all of the prerequisites for status as a regular student because of academic reasons (e.g., the student may have failed to achieve prescribed academic levels or meet accepted standardized test scores).

03 Probationary student (attendance)—A student who does not meet all of the prerequisites for status as a regular student because of attendance reasons (e.g., the student has failed to comply with prescribed school attendance standards).

04 Probationary student (behavioral)—A student who does not meet all of the prerequisites for status as a regular student because of behavioral reasons (e.g., the student has failed to comply with prescribed behavioral standards).

05 Probationary student (other)—A student who does not meet all of the prerequisites for status as a regular student because of reasons other than academic, attendance, or behavioral (e.g., the student has failed to provide necessary documentation of immunization records).

06 Exchange student—A student from a country outside of the United States or its outlying areas who is temporarily enrolled in classes or a course of study at a school or educational institution in the United States.

07 Guest student—A student attending a school or educational institution on a full-time basis other than the school of his or her regular enrollment.

99 Other

Entity Uses: Student

0800 † **Entry Date**—The month, day and year on which a student enters and begins to receive instructional services in a school or an educational institution during a given session.

Entity Uses: Student

0810 **Cohort Year**—The school year in which the student entered the baseline group used for computing completion rates (e.g., high school, program).

Entity Uses: Student

0820 **Entry Type**—The process by which a student enters a school during a given academic session.

01 Transfer from a public school in the same local education agency—A student who transfers from a public school that is located within the administrative boundaries of the same local education agency.

02 Transfer from a public school in a different local education agency in the same state—A student who transfers from a public school that is not located within the administrative boundaries of the same local education agency but is in the same state.

03 Transfer from a public school in a different state—A student who transfers from a public school that is located in another state or from a United States overseas dependents school.

04 Transfer from a private, non-religiously-affiliated school in the same local education agency—A student who transfers from a private school (operated by a non-governmental, non-religious group or organization) that is located within the administrative boundaries of the same local education agency.

05 Transfer from a private, non-religiously-affiliated school in a different local education agency in the same state—A student who transfers from a private school (operated by a non-governmental, non-religious group or organization) that is not located within the administrative boundaries of the same local education agency but is in same state.

06 Transfer from a private, non-religiously-affiliated school in a different state—A student who transfers from a private school (operated by a non-governmental, non-religious group or organization) that is located in another state.

07 Transfer from a private, religiously-affiliated school in the same local education agency—A student who transfers from a private school (affiliated with and operated by a non-governmental, religious group or organization) that is located within the administrative boundaries of the same local education agency.

08 Transfer from a private, religiously-affiliated school in a different local education agency in the same state—A student who transfers from a private school (affiliated with and operated by a non-governmental, religious group or organization) that is not located within the administrative boundaries of the same local education agency but is in the same state.

09 Transfer from a private, religiously-affiliated school in a different state—A student who transfers from a private school (affiliated with and operated by a non-governmental, religious group or organization) that is located in another state.

10 Transfer from a school outside of the country—A student who transfers from a school outside of the country that is not a United States overseas dependents school (including private and public school systems).

11 Transfer from an institution—A student who transfers from an institution which has an educational program. This includes mental health institutions, correctional institutions, juvenile service agencies, care shelters, and detention facilities.

12 Transfer from a charter school—A student who transfers from an institution designated as a charter school.

13 Transfer from home schooling—A student who transfers from a period of receiving instruction in a home environment (chosen for reasons other than health).

14 Matriculation from another school—A student who enters a school after successful completion and promotion from the highest instructional level of another school to enter the next higher level.

15 Re-entry from the same school with no interruption of schooling—A student who had previously entered any class in a school and then continues his or her membership in the same school from one term to the next because of a promotion or demotion, or who transfers from one homeroom or class to another during a regular school session.

16 Re-entry after a voluntary withdrawal—A student who had previously entered any class in a school and then re-enters the same school after he or she has left school for voluntary reasons (e.g., prolonged illness, temporary disability, or dropping out) during a regular school session.

17 Re-entry after an involuntary withdrawal—A student who had previously entered any class in a school and then re-enters the same school after he or she has left school for involuntary reasons (e.g., expulsion) during a regular school session.

18 Original entry into a United States school—A student already residing in the United States enters a school for the first time in the United States or an outlying area.

19 Original entry into a United States school from a foreign country with no interruption in schooling—A student who has recently moved from a foreign country where he or she had been enrolled in school and enters a school in the United States or an outlying area for the first time.

20 Original entry into a United States school from a foreign country with an interruption in schooling—A student who has recently moved from a foreign country where he or she had not been enrolled in school and enters a school in the United States or an outlying area for the first time.

99 Other

Entity Uses: Student

0830 † **Entry/Grade Level**—The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session.

01 Ungraded
02 Early childhood education and care
03 Pre-kindergarten
04 Kindergarten
05 Grade 1
06 Grade 2
07 Grade 3

08 Grade 4
09 Grade 5
10 Grade 6
11 Grade 7
12 Grade 8
13 Grade 9
14 Grade 10
15 Grade 11
16 Grade 12
17 Post Graduate (Grade 13)
18 Joint level course

Entity Uses: Student

0840 **Full-Time/Part-Time Status**—The status given to a student in relation to the course load that he or she is carrying.

01 Full-time student—A student who is carrying a full course load as determined by the state, local education agency, or educational institution.

02 Part-time student—A student who is carrying less than a full course load as determined by the state, local education agency, or educational institution.

Entity Uses: Student

0841 **Full-Time Equivalent (FTE) Status**-The actual full-time equivalent value of a student's course load (e.g., 0.25, 0.50, 0.75 or 1.00).

0850 **Day/Evening Status**—The status of a student in relation to the time of day that he or she attends the majority of his or her classes, as defined by the educational institution.

01 Day student—A student who attends his or her classes during the daytime hours in the morning and afternoon.

02 Morning student—A student who attends his or her classes during the morning hours.

03 Afternoon student—A student who attends his or her classes during the afternoon hours.

04 Evening student—A student who attends his or her classes during the evening hours.

05 Self-paced—A student who is conducting his or her studies according to his or her schedule and convenience.

99 Other

Entity Uses: Student

0860 **Boarding Status**—The status of a student in relation to campus housing during the school year.

01 Seven (7) days per week
02 Five (5) days per week
03 Intermittent
04 Not boarding
99 Other

Entity Uses: Student

Tuition and Fee Information—Information concerning situations in which the receipt of a payment is required for instruction, services, privileges, or the use of equipment, books, or other goods.

0870 **Tuition Payment Amount**—Payments, charged on a per-term or annual basis, required of a student for instructional services in a program of study.

Entity Uses: Student

0871 **Fee Payment Type**—The type of charges required of a student for items not covered by tuition for a specified time period while in attendance.

01 Student transcripts
02 Driver education (behind-the-wheels)
03 Towel services
04 Gym suits
05 Musical instrument rental
06 Musical instrument repair
07 Athletic events
08 Extracurricular activities
09 Boarding expenses
10 Books
11 Equipment
12 Publications
13 Supplies
99 Other

Entity Uses: Student

0880 **Fee Amount**—The amount charged a student for items not covered by tuition for a specified time period while in attendance.

Entity Uses: Student

0920 **Total Cost of Education to Student**—The total amount of expenditures required of a student to receive instructional services from an educational institution.

Entity Uses: Student

0930 **Tuition Status**—Information indicating the extent of tuition payment required of a student.

01 Full-tuition student—A student who is required to pay for the total amount of tuition and fees for his or her education.

02 Non-tuition student—A student who is not required to pay for tuition and fees for his or her education.

03 Partial-tuition student—A student who is required to pay for part of the total amount of the tuition and fees for his or her education.

Entity Uses: Student

0940 **Payment Source(s)**—The individual or organization responsible for paying the expenses for the student's education.

01 Resident school or school district
02 Another school within the local education agency
03 Another school or school district within the state but outside the local education agency
04 A school or school district outside the state
05 A state agency
06 A federal agency
07 The student or his or her family
08 Parent/guardian's employer
09 Other financial assistance provider
99 Other

Entity Uses: Student

Financial Assistance—The monetary support in form of scholarships, grants, prizes, or awards received by a student from a source other than his or her parent/guardian, spouse, or own resources to help meet the student's educational expenses.

0950 **Financial Assistance Qualifier**—The condition for which financial assistance is awarded to a student.

01 Need-based assistance—Funds awarded to a student based on his or her demonstrated financial needs.

02 Non-need based assistance—Funds awarded, regardless of a student's financial status, in recognition of his or her special abilities, talents, interests, or participation in certain programs.

Entity Uses: Student

0960 **Financial Assistance Type**—A designation of the specific category of financial assistance awarded to a student.

01 Assistantship—A type of financial aid in which a student is provided work (e.g., counseling in a residence hall, assisting a faculty member with research, or typing in an administrative office) for a prescribed amount of time in exchange for wages and/or reduced or waived tuition (or other expenses).

02 Grant/Scholarship—A type of financial aid that does not require repayment or employment and is usually (but not always) awarded on the basis of need or due to specific skills or characteristics the student possesses.

03 Loan—A type of financial aid that advances funds and is evidenced by a promissory note requiring the recipient to repay the specified amount under prescribed conditions.

04 Work-study—A type of financial aid that provides partial reimbursement of wages paid to a student.

05 Other tuition waiver/remittance—Any other type of financial aid in which the student is excused from paying tuition, pays a discounted tuition, or receives compensation to defray educational expenses.

99 Other

Entity Uses: Student

0970 **Financial Assistance Descriptive Title**—The title (or description) of a financial assistance program (e.g., the name of a scholarship).

Entity Uses: Student

0980 **Financial Assistance Source**—The funding source of financial assistance awarded to a student for his or her education.

01 Resident school or local education agency
02 Another school within the local education agency
03 Another school or school district within the state but outside the local education agency
04 A school or school district outside the state
05 A state agency
06 A federal agency
07 A foundation or charitable organization
08 A parish, diocese, or other religious group
09 Parent/guardian's employer
99 Other

Entity Uses: Student

0990 **Financial Assistance Amount**—The dollar value of financial assistance received by, or made available to, a student under the financial assistance program.

Entity Uses: Student

Membership Information—Information indicating the period of time a student's name is on the current roll of a class or school while the school is in session regardless of his or her presence or absence. A student is a member of a class or school from the date he or she enters until his or her name is withdrawn from the rolls (or after a pre-set number of consecutive days of absence based on state or local laws or regulations). During this period, the student is either present or absent on each day or half day during which school is in session.

1000 † ***Number of Days of Membership**—The number of days a student is present plus the number of days absent when school is in session during a given reporting period.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

Attendance Information—Information concerning a student's presence, absence, and tardiness in a class or school. Attendance is the presence of a student on days when school is in session.

1010 † **Daily Attendance Status**—The status of a student's attendance during a given day while school is in session.

01 In attendance/present—A student is present at school or is attending a school activity off campus which is sponsored by the school, is a part of the program of the school, and is personally supervised by one or more members of the school staff. This may include authorized independent study, work study programs, field trips, athletic contests, music festivals, student conventions, instruction for homebound students, and similar activities officially authorized under policies of the local school board. It does not include "making up" schoolwork at home or activities supervised or sponsored by private individuals or groups.

02 Excused absence—A student is not present at school or at a school-endorsed or sponsored activity, but is temporarily excused from attendance because he or she: 1) is ill and attendance in school would endanger his or her health or the health of others; 2) has an immediate family member who is seriously ill or has died; 3) is observing a recognized religious holiday of his or her faith; or 4) is otherwise excused from school in accordance with board policies.

03 Unexcused absence—A student is not present at school or at a school-endorsed or sponsored activity without acceptable cause, parental knowledge, or authorization from the school administrator or his or her agent.

04 Tardy—A student is absent at the time a given class and/or half day of attendance begins but is present before the close of that class or half-day. If a student is counted as absent but attends classes later in the school day, the absence may be changed to tardy.

05 Early departure—A student leaves school before the official close of the school's daily session. Reasons may include a special activity for curricular enrichment, doctor's appointment, and family emergency. State, local, and school regulations may distinguish excused and unexcused early departures. When officially approved on a regular basis, early departures immediately prior to the close of the session are considered to be released time.

Entity Uses: Student

1011 ***Number of Days in Attendance**—The number of days a student is present when school is in session during a given reporting period.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1012 ***Number of Days Absent**—The number of days a student is absent when school is in session during a given reporting period.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1013 ***Number of Tardies**—The number of times a student is late when school is in session during a given reporting period.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1020 † **Class Attendance Status**—The status of a student's attendance at each class period while school is in session.

01 In attendance/present—A student is present at a class or is attending a class activity off campus which is sponsored by the school, is a part of the program of the school, and is personally supervised by one or more members of the school staff. This may include authorized independent study, work study programs, field trips, athletic contests, music festivals, student conventions, instruction for homebound students, and similar activities officially authorized under policies of the local school board. It does not include "making up" schoolwork at home or activities supervised or sponsored by private individuals or groups.

02 Excused absence—A student is not present at a class or at a school-endorsed or sponsored class activity, but is temporarily excused from attendance because he or she: 1) is ill and attendance in school would endanger his or her health or the health of others; 2) has an immediate family member who is seriously ill or has died; 3) is observing a recognized religious holiday of his or her faith; or 4) is otherwise excused from school in accordance with board policies.

03 Unexcused absence—A student is not present at a class or at a school-endorsed or sponsored class activity without acceptable cause, parental knowledge, or authorization from the school administrator or his or her agent.

04 Tardy—A student is absent at the time a given class and/or half day of attendance begins but is present before the close of that class or half-day. If a student is counted as absent but attends class later in the period, the absence may be changed to tardy.

05 Early departure—A student leaves class before the official close of the session. Reasons may include a special activity for curricular enrichment, doctor's appointment, and family emergency. State local, and school regulations may distinguish excused and unexcused early departures. When officially approved on a regular basis, early departures immediately prior to the close of the session are considered to be released time.

Entity Uses: Student

1030 **Released Time**—The amount of time a school officially and regularly excuses a full-time student for part of a session. This may be for reasons such as need at home, work on special activity, approved employment, high school students taking college courses, religious instruction, and reduced schedule because of physical or emotional condition or doctor's appointments.

Entity Uses: Student

Exit/Withdrawal Information—Information concerning a student who exits or withdraws his or her membership in a class, grade, or school during the regular school term or between regular school terms for known or unknown reasons. Membership usually is terminated after excessive consecutive days of absence other than for prolonged illness, upon the completion of schoolwork, transfer to another school, dropping out/discontinuing school, or death.

1040 † **Exit/Withdrawal Date**—The month, day, and year of the first day after the date of an individual's last attendance in school (if known), the day on which an individual was graduated, or the date on which it becomes known officially that an individual left school.

Entity Uses: Student

1050 † **Exit/Withdrawal Status**—An indication as to whether an instance of student exit/withdrawal is considered to be of a permanent or temporary nature.

01 Permanent exit/withdrawal—The student does not expect to return to membership in an educational institution.

02 Temporary exit/withdrawal—The student expects to return to membership in an educational institution.

Entity Uses: Student

1060 † **Exit/Withdrawal Type**—The circumstances under which the student exited from membership in an educational institution.

01 Transfer to a public school in the same local education agency—A student who transfers to a public school that is located within the administrative boundaries of the same local education agency.

02 Transfer to a public school in a different local education agency in the same state—A student who transfers to a public school that is not located within the administrative boundaries of the same local education agency but is in the same state.

03 Transfer to a public school in a different state—A student who transfers to a public school that is located in another state or to a United States overseas dependents school.

04 Transfer to a private, non-religiously-affiliated school in the same local education agency—A student who transfers to a private school (operated by a non-governmental, non-religious group or organization) that is located within the administrative boundaries of the same local education agency.

05 Transfer to a private, non-religiously-affiliated school in a different local education agency in the same state—A student who transfers to a private school (operated by a non-governmental, non-religious group or organization) that is not located within the administrative boundaries of the same local education agency but is in same state.

06 Transfer to a private, non-religiously-affiliated school in a different state—A student who transfers to a private school (operated by a non-governmental, non-religious group or organization) that is located in another state.

07 Transfer to a private, religiously-affiliated school in the same local education agency—A student who transfers to a private school (affiliated with and operated by a non-governmental, religious group or organization) that is located within the administrative boundaries of the same local education agency.

08 Transfer to a private, religiously-affiliated school in a different local education agency in the same state—A student who transfers to a private school (affiliated with and operated by a non-governmental, religious group or organization) that is not located within the administrative boundaries of the same local education agency but is in the same state.

09 Transfer to a private, religiously-affiliated school in a different state—A student who transfers to a private school (affiliated with and operated by a non-governmental, religious group or organization) that is located in another state.

10 Transfer to a school outside of the country—A student who transfers to a school outside the country that is not a United States overseas dependents school (includes private and public school systems).

11 Transfer to an institution—A student who transfers to an institution that has an educational program. This includes mental health institutions, correctional institutions, juvenile service agencies, care shelters, and detention facilities.

12 Transfer to a charter school—A student who transfers to an institution designated as a charter school.

13 Transfer to home schooling—A student who transfers to a period of instruction in a home environment for reasons other than health.

14 Matriculation to another school—A student who enters another school after successful completion and promotion from the highest instructional level of the current school to the next higher level.

15 Graduated with regular, advanced, International Baccalaureate, or other type of diploma—A student who has received a regular high school diploma upon completion of state and local requirements for both coursework and assessment or a high school diploma from a program other than the regular school program.

16 Completed school with other credentials—A student who has received a certificate of completion or attendance in lieu of a high school diploma.

17 Death—A student whose membership is terminated because he or she died during or between regular school sessions.

18 Illness—A student who left school for an indefinite period of time because of a physical, school-approved illness.

19 Expulsion—A student who left school involuntarily due to an expulsion approved by appropriate school authorities.

20 Reached maximum age for services—A student who left school because he or she has reached the maximum age to receive instructional services allowed by federal, state, or local laws.

21 Discontinued schooling—A student who stops attending school for reasons and a specified length of time considered by the state or district to constitute "dropping out."

22 Completed grade 12, but did not pass test—A student who has completed his or her course requirements for education up through grade 12, but has not pass a state or school district-mandated examination for graduation.

23 Transfer to GED program—A student who has transferred to a GED program prior to the completion of his or her secondary education.

24 Transfer to a postsecondary education—A student who has transferred to an accredited postsecondary institution prior to his or her graduation from high school.

25 Moved, not known to be continuing—A student who has moved outside his or her attendance area and is not known to be continuing his or her elementary or secondary education.

97 Unknown

99 Other

Entity Uses: Student

1070 **Death Date**—The month, day, and year of an individual's death.

Entity Uses: Student

1080 **Death Cause**—The official cause of an individual's death.

Entity Uses: Student

1090 **Illness Type**—A description of the specific illness or ailment which causes a student to leave school.

(Note: A list of medical classifications, procedures, and codes can be found in appendix I.)

Entity Uses: Student

1100 † **Expulsion Cause**—The documented reason for expulsion.

Entity Uses: Student

1110 † **Expulsion Return Date**—The month, day, and year on which a student is allowed to return to school after an expulsion, as approved by appropriate school authorities.

Entity Uses: Student

1120 **Discontinuing Schooling Reason**—The primary reason for which a student discontinued schooling or left school before graduation or matriculation.

01 Academic difficulty—The student left school voluntarily or involuntarily because of problems in academic work.

02 Behavioral difficulty—The student left school voluntarily or involuntarily because of problems in behaviors.

03 Dislike of school experience—The student left school because of an active dislike of one or more aspects of his or her school experiences other than those of an academic or behavioral nature.

04 Economic reasons—The student left school because of economic reasons such as inability to pay school expenses and inability of parents to provide suitable clothing.

05 Employment—The student left school to seek or accept employment, including employment required to support a parent/guardian or other dependents.

06 Entered criminal justice system—The student left school because he or she is above the mandatory schooling age and has been ordered to enter the criminal justice system.

07 Failed required test—The student left school because he or she failed a required state or local test. An example would be a test required for graduation from high school.

08 Lack of appropriate curriculum—The student left school because he or she perceived that the curriculum provided in that school was not appropriate for his or her needs.

09 Lack of childcare—The student left school because he or she could not find appropriate childcare for a dependent.

10 Lack of transportation—The student left school because he or she could not find acceptable transportation to or from school or school activities for either him- or herself or his or her dependent.

11 Language difficulty—The student left school because he or she experienced difficulty with the language used in the school.

12 Marriage—The student left school because of marriage and did not plan to return to school.

13 Military—The student left school because he or she joined the armed forces.

14 Needed at home—The student left school because he or she was needed to help with work at home, including work on a family farm.

15 Parent/guardian influence—The student left school because of parental encouragement to do so.

16 Poor relationships with fellow students—The student left school because he or she experienced problems with fellow students or peers.

17 Poor student-staff relationships—The student left school because he or she experienced problems with teachers or other school staff.

18 Pregnancy—The student left school because of pregnancy and did not plan to return to school.

19 Religion—The student left school because of religious convictions.

20 Substance abuse—The student left school because of substance abuse and/or its consequences.

21 Failed graduation examination-The student left school because he or she failed to pass the required examination for graduation.

97 Unknown

99 Other

Entity Uses: Student

1130 **Compulsory Attendance Status at Time of Discontinuing School**—Information about a student at the time of discontinuing school, recorded in accordance with state or local laws and regulations for compulsory school attendance. This may include information about the student's age, his or her progress, the distance from his or her residence to the school or school bus route, economic needs of his or her family, and employment status as it relates to his or her attendance status.

Entity Uses: Student

1140 **Residence After Exiting/Withdrawing From School**—The residence of the student immediately after exiting/withdrawing from school for an exit reason other than graduation.

01 Armed services—The student entered the armed services and resides in housing provided or subsidized by the military.

02 New residence of family—The student moved with his or her family to a new residence.

03 New residence of student—The student moved without his or her family to a new residence.

04 No record of residence—There is no record of the student's residence after exiting/withdrawing from school.

05 Non-educational institution—The student entered a non-educational institution. This includes any hospital, sanatorium, convalescent home, orphanage, corrective institution, or other residential institution where a school program is not in operation.

06 Same residence—The former student remained at the same residence after exiting/withdrawing from school.

07 Other educational institution—The student entered an educational institution where the student now resides.

99 Other

Entity Uses: Student

1150 **Information Source**—The individual or agency providing information about a student.

Entity Uses: Student

Non-Entrance Information—Information recorded under this heading concerns individuals residing in the local education agency boundaries who: 1) are of compulsory school attendance age or are of school census age (if these limits are greater); and 2) have not entered any public school during the current regular school session and are not classified as discontinuers or dropouts.

1160 **Reason for Non-Entrance in Local Elementary or Secondary School**—The explanation as to why an individual of compulsory school attendance age or of school census age: 1) has never entered school; 2) has not completed his or her high school work in an approved manner at the close of the preceding regular school term; or 3) was not, for some other reason, in school membership at the close of the preceding term or did not enter any local elementary or secondary school for the current regular school term.

01 Chose not to accept services—The individual or his or her parent/guardian has decided that he or she should not participate in the educational services offered.

02 Distance from residence to school—The residence of the individual is an excessive distance from any suitable school or school bus route.

03 Home schooling—The individual is receiving educational services offered in a home environment for reasons other than health.

04 Receiving instruction elsewhere—The individual is receiving instruction in a setting other than a local public school (e.g., instruction in a private school or a public school outside the local education agency).

05 Religious reason—The individual or his or her parent/guardian has religious convictions that prohibit participation in the educational program of the school or education agency, and the individual is not receiving approved instruction elsewhere.

06 Not eligible—The individual is not eligible to receive services in a public elementary or secondary school in his or her attendance area.

99 Other

Entity Uses: Student

C. SCHOOL PARTICIPATION AND ACTIVITIES

Section C, School Participation and Activities, includes information about all aspects of a student's activities in school, including classes the student takes, their outcomes, and graduation information.

Entity Uses: School
Counselor
Homeroom Monitor
Class
Teacher
Student

Session Information—Included in this section is information about the type and length of a session for which class and performance information are recorded.

1170 † **Session Type**—A prescribed span of time when an education institution is open, instruction is provided, and students are under the direction and guidance of teachers and/or education institution administration. A session may be interrupted by one or more vacations.

01 Full school year—A regular school term consisting of no major subdivision of time segments. It usually begins in the late summer or early fall and ends in late spring or early summer (e.g., elementary school).

02 Semester—One of two equal segments into which a school year is divided.

03 Trimester—One of three equal segments into which a school year is divided.
7
04 Quarter—One of four equal segments into which a school year is divided.

05 Quinmester—One of five equal segments into which a school year is divided.

06 Mini-term—A school term which is shorter than a regular session.

07 Summer term—A school term which takes place in the summer between two regular school terms.

08 Intersession—A short session which occurs between longer sessions.

09 Long session—A session that is longer than a semester but shorter than a full year.

10 Twelve month—An educational program that operates throughout the year.

99 Other

Entity Uses: School

1180 **Session Beginning Date**—The month, day, and year on which a session begins.

Entity Uses: School

1190 **Session Ending Date**—The month, day, and year on which a session ends.

Entity Uses: School

1200 **Total Days in Session**—The total number of days in a given session. Also included are days on which the education institution facility is closed and the student body as a whole is engaged in planned activities off-campus under the guidance and direction of staff members.

Entity Uses: School

1201 **Number of Hours in School Day**—The number of hours (and portions of hours) in the day in which the school normally is in session.

Entity Uses: School

1011 ***Number of Days in Attendance**—The number of days a student is present when school is in session during a given reporting period.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1012 ***Number of Days Absent**—The number of days a student is absent when school is in session during a given reporting period.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1013 ***Number of Tardies**—The number of times a student is late when school is in session during a given reporting period.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

0830 † **Entry/Grade Level**—The grade level or primary instructional level at which a student enters and receives services in a school or an educational institution during a given academic session.

01 Ungraded
02 Early childhood education and care
03 Pre-kindergarten
04 Kindergarten
05 Grade 1
06 Grade 2
07 Grade 3
08 Grade 4
09 Grade 5
10 Grade 6
11 Grade 7
12 Grade 8
13 Grade 9
14 Grade 10

15 Grade 11
16 Grade 12
17 Post graduate (Grade 13)
18 Joint level course

Entity Uses: Student

0110 † **Name of Individual**—The full, legally accepted, proper name given to an individual at birth, baptism, or during another naming ceremony, or through legal change (generally used when component parts are not required or requested separately).

Entity Uses: Counselor
Homeroom Monitor
Teacher

0130 † **Identification Number**—A unique number assigned to an individual, organization, or institution by a school, an education agency, a state, or other organization.

Entity Uses: Counselor
Homeroom Monitor
Class
Teacher

0140 † **Identification System**—A numbering scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to an individual, institution, or organization.

01 Driver's license number
02 Health record number
03 Medicaid number
04 Migrant number
05 Professional certificate or license number
06 School-assigned number
07 Selective service number
08 Social security administration number
09 College Board/ACT code set of PK-grade 12 institutions
10 Local education agency (LEA) number
11 State education agency (SEA) number
12 U.S. Department of Education, National Center for Education Statistics (NCES) number
13 Other organization number (e.g., Roman Catholic Diocese or association number)
14 Prior incorrect social security administration number
15 U.S. government visa number
16 Personal ID number (used for access into system)
17 Family unit number
99 Other

Entity Uses: Counselor
Homeroom Monitor
Class
Teacher

Course Information—Information about the organization of subject matter and related learning experiences provided for the instruction of students on a regular or systematic basis, usually for a predetermined period of time (e.g., a semester or two-week workshop).

1210 **Organization**—The structure in which class instruction is arranged.

01 Departmentalized instruction—A type of instructional organization in which teachers specialize in one or two subject matter areas and provide instruction in those areas to several classes. Under this arrangement students or teachers move between locations of instruction for different classes during a school day.

02 Self-contained class—A type of instructional organization in which one or more teachers are responsible for a class all or most of the day. Under this arrangement the designation of a grade level is often substituted for class titles.

03 Elementary enrichment class—A type of instructional organization for which students are selected by specialists based upon outstanding ability or interest in a given area. They are not required and schools are not obligated to offer this program.

04 Team-taught class—A type of instructional organization in which more than one teacher are responsible for the planning and teaching of the class.

05 "Pull-out" class—A type of instructional organization in which students who are having difficulty in a particular subject typically are removed from their regular classrooms (usually for 30 to 40 minutes per day) to participate in subject-specific, small-group remedial instruction.

Entity Uses: Class

1220 **Course Code System**—A system that is used to identify the organization of subject matter and related learning experiences provided for the instruction of students.

01 NCES Pilot National Standard Course Classification Systems for Secondary Education—A list of courses and their codes from the *NCES Pilot National Standard Course Classification Systems* can be found in appendix K.
02 Classification of Secondary School Courses
03 State course code system
04 Local education agency course code system
05 School course code system
99 Other

Entity Uses: Class

1221 † **Course Code**—The code that identifies the organization of subject matter and related learning experiences provided for the instruction of students.

(Note: A list of course titles and codes can be found in appendix K).

Entity Uses: Class

1222 **Elementary Subject/Course**—A classification of related subjects/courses or units of subjects/courses provided for students of elementary school levels.

01 Computer science programming
02 Computer skills/literacy

03 Elective activities
04 English as a Second Language
05 Fine Arts—Art
06 Fine Arts—Dance
07 Fine Arts—Drama/Theater
08 Fine Arts—Music
09 Foreign language and literature
10 Geography
11 Handwriting/penmanship
12 Health
13 History
14 Home economics
15 Industrial arts
16 Keyboarding/typing
17 Language arts
18 Library skills
19 Mathematics/arithmetic
20 Military science
21 Multi/Interdisciplinary studies
22 Physical education
23 Reading
24 Religious education and theology
25 Science
26 Social studies
27 Spelling
28 Study skills
29 Test preparation
99 Other

Entity Uses: Class

1230 † **Instructional Level**—An indication of the general nature and difficulty of instruction provided throughout a course.

01 Remedial—A course offered for the improvement of any particular deficiency, including a deficiency in content previously taught but not learned.

02 Special education—A course that adapts the curriculum, materials, or instruction for students identified as needing special education. This may include instruction for students with any of the following: autism, deaf-blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, developmental delay, and other health impairments.

03 Basic—A course focusing primarily on skills development, including literacy in language, mathematics, life and physical sciences, and social sciences and history.

04 General—A course providing instruction (in a given subject matter area) that focuses primarily on general concepts for the appropriate grade level.

05 Honors—An advanced level course designed for students who have earned honors status according to educational requirements.

06 Gifted and talented—An advanced level course designed primarily for students who have qualified for and enrolled in a school, educational institution, or district gifted and talented program.

07 International Baccalaureate—A program of study, sponsored and designed by the International Baccalaureate Organization (IBO), that leads to examinations and meets the needs of secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates elements of several. The program is available in English, French and Spanish. In addition to the diploma program mentioned above, the IBO also offers programs for students between the age of 3 and the age of 16.

08 Advanced Placement—An advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized Advanced Placement examination, a student may receive college credit.

09 College level—A course, often taken at or in conjunction with a postsecondary institution, which contains instruction equivalent to a college-level course and for which a student may get college credit(s).

10 Untracked—A course that is not limited to one level of instruction so as to meet the needs of student groups at a variety of educational levels.

11 Limited English/bilingual—A course designed for students with a language background other than English, and whose proficiency in English is such that the probability of the individual's academic success in an English-only environment is below that of a peer with an English language background.

12 Accepted as a high school equivalent—A secondary-level course offered at an education institution other than a secondary school (such as adult learning center or a community college) or through correspondence or distance learning.

99 Other

Entity Uses: Class

1231 **State University Course Requirement**—Code indicating that the course meets the state university admissions requirements for a particular subject area.

01 Yes
02 No
03 Unknown

Entity Uses: Class

1240 † **Descriptive Title**—In departmentalized classes, this heading refers to the term by which a course is identified (e.g., American History, English III). In non-departmentalized classes (e.g., a self-contained course), it refers to any portion of the instruction for which a grade or report is assigned (e.g., reading, composition, spelling, and language arts).

Entity Uses: Class

1250 **Period**—An indication of the portion of a typical daily session in which students receive instruction in a specified subject (e.g., morning, sixth period, block period, or AB schedules).

Entity Uses: Class

1260 **Time Element**—The number of clock hours required for class completion. This number is especially important for occupational or vocational classes and may represent the clock hour requirement of the class, the number of minutes (or clock hours) of class time per week, and/or the number of equivalent weeks the class typically meets.

Entity Uses: Class

1270 **Principal Medium of Instruction**—The principal medium by which the student receives instructional communication from his or her teacher(s).

01 Computer-based—Instruction facilitated by a computer using self-contained educational software with which learners interact.

02 Correspondence—Instruction which provides for the systematic exchange of materials between teacher and student by mail.

03 Direct student-teacher interaction—Instruction by one or more teachers physically present, (i.e., by a single teacher or by a team of two or more teachers).

04 Directed self-study—Self study, under the guidance of one or more teachers, which includes the use of self-teaching materials.

05 Distance learning—Instruction, not necessarily interactive, transmitted from one location to another using a telecommunications medium (e.g., cable, satellite, phone lines) or a combination of transmission media.

06 Interactive telecommunications—Two-way voice or data exchange between an instructor and student via phone, data lines, Internet, or video.

07 Center-based instruction—Instruction provided through a set of self-teaching materials generally focused on a single objective completed by a student or group of students in specified location usually inside the classroom.

08 Independent study—Self-study, under the guidance of one or more teachers and involving a variety of resources both inside and outside of the classroom, in which the student has a role in selecting what is studied.

09 Internship—Instruction provided through direct supervised participation in an occupation in which the student gains practical work-related experience.

99 Other

Entity Uses: Class

1271 **Language of Instruction**—The language that is used for presenting the instructional materials.

Entity Uses: Class

1280 **Location of Instruction/Service**—An indication as to whether instruction or service takes place at a location within or outside of the school in which the student is enrolled.

01 In-school
02 Other K-12 educational institutions
03 Postsecondary institutions
04 Business
99 Other

Entity Uses: Class

1290 **Location of Instruction/Service Description**—The location at which a student receives instruction or service (e.g., room number, building site, campus designation, or address of a hospital, service center, or community building).

Entity Uses: Class

1300 **Credit Type Offered**—The type of credits or units of value awarded for the completion of a course.

01 Carnegie unit—A standard measurement used for secondary education that represents the completion of a course that meets one period per day for one school year.

02 Semester hour credit—A term frequently used to indicate the number of hours of instruction per week (or the equivalent) for a course taken for one semester.

03 Trimester hour credit—A term frequently used to indicate the number of hours of instruction per week (or the equivalent) for a course taken for one trimester.

04 Quarter hour credit—A term frequently used to indicate the number of hours of instruction per week (or the equivalent) for a course taken for one quarter.

05 Quinmester hour credit—A term frequently used to indicate the number of hours of instruction per week (or the equivalent) for a course taken for one quinmester.

06 Mini-term hour credit—A term frequently used to indicate the number of hours of instruction per week (or the equivalent) for a course taken for a mini-term.

07 Summer term hour credit—A term frequently used to indicate the number of hours of instruction per week (or the equivalent) for a course taken for a summer term.

08 Intersession hour credit—A term frequently used to indicate the number of hours of instruction per week (or the equivalent) for a course taken during an intersession.

09 Long session hour credit—A term frequently used to indicate the number of hours of instruction per week (or the equivalent) for a course taken during a long session.

10 Twelve month hour credit—A term frequently used to indicate the number of hours of instruction per week (or the equivalent) for a course taken during a year-round session.

11 No credit—A term frequently used to indicate that a student will not receive credit for a course taken during a school term (e.g., a student is auditing a course).

99 Other

Entity Uses: Class

1310 † **Number of Credits Attempted**—The number of credits that a student can earn for enrolling in and completing a given course.

Entity Uses: Class

1320 **Repeat Identifier**—An indication as to whether a student has previously taken a given course.

01 Repeated, counted in grade point average
02 Repeated, not counted in grade point average
03 Not repeated
99 Other

Entity Uses: Class

1330 † **Number of Credits Received**—The number of credits a student earned for completing a given course.

Entity Uses: Class

1340 **Reporting Means**—The means by which routine information about a student's achievement or progress is communicated to his or her parent/guardian for each grading period.

01 Letter or note—An informal, written letter or note, facsimile transmission, or electronic mail message used by staff members to report information about a student.

02 Parent/guardian conference—A meeting in which a staff member and a student's parent/guardian discuss and evaluate the student's achievement, progress, and instructional program. This conference may take place at the school, in the home, or over the phone. In some instances, the student and/or additional staff members take part in the conference.

03 Report card/evaluation—The formal, written notification to a student's parent/guardian reporting a student's achievement or progress in various aspects of the school or educational institution's instructional program.

04 Access from Internet—The means by which the staff members can report information about a student by posting it on the Internet.

99 Other

Entity Uses: Class

1350 **Reporting Method**—The method that the instructor of the class uses to report the performance and achievement of all students. It may be a qualitative method such as individualized teacher comments or a quantitative method such as a letter or a numerical grade. In some cases, more than one type of reporting method may be used.

01 Letter grade—Letters such as A, B, C, D, E, and F are given as symbols of performance relative to a predetermined standard or norm. Pluses (+) or minuses (-) may be used with the letter grades to identify ranges within each designation.

02 Number grade—Numbers such as 4.0, 3.0, 2.0, 1.0, and 0 are given as indicators of performance relative to a predetermined standard or norm.

03 Percentage—A grade in the format of a fraction with the denominator equal to 100 and the numerator having a range from 0 to 100 denoting the student's score.

04 Standard words or phrases—Predetermined words or sequences indicating the performance of a student. Words used most frequently include excellent, above average, average, below average, failing, incomplete, and needs improvement.

05 Teacher's comments—Individually tailored phrases, sentences, and paragraphs written by the teacher about a student's performance.

06 Two-word scale—A predetermined scale of dichotomous words such as pass/fail, satisfactory/unsatisfactory, and credit/no credit.

07 Developmental scale—The measurement of student progress and achievement that focuses on what students know and can do. It is constructed with the recognition that there are stages of development and achievement learners move through as they gain mastery, and that each level of a developmental scale describes observable patterns of activity typical of students moving through a particular stage. These descriptions focus on five dimensions of learning: confidence and independence, knowledge and understanding, skills and strategies, use of prior and emerging experience, and reflectiveness.

08 Mastery/non-mastery—An indication of the performance of the student by noting whether the student has mastered the content of the subject matter.

99 Other

Entity Uses: Class

1360 **Grade Assigned**—A final indicator of student performance in a class as submitted by the instructor.

Entity Uses: Class

1370 **Grade Value Qualifier**—The scale of equivalents, if applicable, for grades awarded as indicators of performance in schoolwork. For example, numerical equivalents for letter grades used in determining a student's Grade Point Average (A=4, B=3, C=2, D=1 in a four-point system) or letter equivalents for percentage grades (90-100% = A, 80-90% = B, etc.).

(Note: A list of "Academic Grade Qualifiers" is available from the Association of American Medical Colleges, 2450 N St., N.W., Washington, DC 20037)

Entity Uses: Class

Grading Period Information—Information about the prescribed span of time that serves as the unit for which student performance is assessed. A grading period may be interrupted by one or more vacations.

1380 **Grading Period Beginning Date**—The month, day, and year on which a grading period begins.

Entity Uses: School

1390 **Grading Period Ending Date**—The month, day, and year on which a grading period ends.

Entity Uses: School

1400 **Total Days in Grading Period**—The total number of days in a given grading period. Also included are days on which the education institution facility is closed and the student body as a whole is engaged in planned activities off-campus under the guidance and direction of staff members.

Entity Uses: School

Performance Information—Information about the performance of a student in courses during a given school grading period, session, school year, or career.

1410 ***Credits Attempted: Given Grading Period**—The number of credits a student attempts to earn by taking courses during a given grading period.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1420 † ***Credits Attempted: Given Session**—The total number of credits a student attempts to earn by taking courses during a given session.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1430 ***Credits Attempted: Given School Year**—The total number of credits a student attempts to earn by taking courses during a given school year (e.g., 1999-2000).

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1440 † ***Credits Attempted: Cumulative**—The cumulative number of credits a student attempts to earn by taking courses during his or her enrollment in the current school as well as those credits transferred from schools in which the student had been previously enrolled.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1450 ***Credits Received: Given Grading Period**—The number of credits a student earns by successfully completing courses or examinations during a given grading period.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1460 † ***Credits Received: Given Session**—The total number of credits a student earns by successfully completing courses or examinations during a given session.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1470 ***Credits Received: Given School Year**—The total number of credits a student earns by successfully completing courses or examinations during a given school year (e.g., 1999-2000).

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1480 † ***Credits Received: Cumulative**—The cumulative number of credits a student earns by completing courses or examinations during his or her enrollment in the current school as well as those credits transferred from schools in which the student had been previously enrolled.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1490 ***Grade Points Received: Given Grading Period**—The number of grade points a student earns by successfully completing courses or examinations during a given grading period.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1500 † ***Grade Points Received: Given Session**—The total number of grade points a student earns by successfully completing courses or examinations during a given session.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1510 ***Grade Points Received: Given School Year**—The total number of grade points a student earns by successfully completing courses or examinations during a given school year (e.g., 1999-2000).

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1520 † ***Grade Points Received: Cumulative**—The cumulative number of grade points a student earns by successfully completing courses or examinations during his or her enrollment in the current school as well as those transferred from schools in which the student had been previously enrolled.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1530 ***Grade Point Average (GPA): Given Grading Period**—A measure of average performance in all courses for which grade points are received by a student during a given grading period. This is obtained by dividing the total grade points received by the number of credits attempted for the same grading period.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1540 † ***Grade Point Average (GPA): Given Session**—A measure of average performance in all courses taken by a student during a given session. This is obtained by dividing the total grade points received by the number of credits attempted for the same session.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1550 ***Grade Point Average (GPA): Given School Year**—A measure of average performance in all courses taken by a student during a given school year (e.g., 1999-2000). This is obtained by dividing the total grade points received by the number of credits attempted for the same school year.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

1560 † ***Grade Point Average (GPA): Cumulative**—A measure of average performance in all courses taken by a student during his or her school career as determined for record-keeping purposes. This is obtained by dividing the total grade points received by the total number credits attempted. This usually includes grade points received and credits attempted in his or her current school as well as those transferred from schools in which the student had been previously enrolled.

Entity Uses: Student

*Constituent data elements used to compute this aggregate or derived data element can be found among the endnotes of the application table in Chapter 5.

Progress Information—Information about the nature of a student's progress for each school term.

1570 **Promotion Type**—The nature of the student's promotion or progress at the end of a given school term.

01 Regular promotion—The practice of promoting a student at a "regular rate" (e.g., one grade per year or one half-grade per semester).

02 Accelerated promotion—The practice of promoting a student at a rate more rapid than one grade per year. This may involve a "double promotion" (progress through two grades in one year) or some other arrangement signifying progress at an advanced rate.

03 Continuous promotion—The practice of promoting a student on the basis of chronological age.

04 Probationary promotion—The practice of promoting a student to the next higher grade on a trial basis in order that his or her progress and adjustment be observed for a period of time. Continuation in the higher grade is contingent upon satisfactory progress and adjustment.

05 Social promotion—The practice of promoting students with their class or completion group whether or not the requisite skills for the next grade level have been obtained.

06 Variable progress—A grouping practice in which individual promotions are based on a number of factors including changes in chronological age, intellectual development and achievement, as well as physical, social, and emotional factors. This involves reconstituting small instructional groupings within a class or larger group at frequent intervals in order to provide for the uniqueness of each student's rate of development and learning.

99 Other

Entity Uses: Student

1580 † **Non-Promotion Reason**—The primary reason as to why a staff member determined that a student not be promoted (or be demoted).

01 Failed to meet testing requirements—The student has failed to achieve minimum state or local performance requirements on a standardized test for promotion to the next grade level.

02 Illness—The student has not received sufficient instructional time necessary to master the skills and content taught in a grade level due to his or her prolonged illness.

03 Immaturity—The student has not displayed the attitudes, understandings, feelings, and skills (with respect to social relationships and institutions) necessary for appropriate development at the next grade level.

04 Inadequate performance—The student has exhibited unsatisfactory performance of a given skill or mastery of content taught in a given class.

05 Insufficient credits—The student has failed to earn sufficient credit hours to achieve the minimum state or local requirement for promotion to the next grade level.

06 Prolonged absence—The student has not received sufficient instructional time necessary to master the skills and content taught in a class due to an excessive number of absences.

99 Other

Entity Uses: Student

Honors Information—Information about the nature of the academic distinctions or other honors received by a student.

1590 **Honors Information Code**—A designation of the type of academic distinctions or other honors earned by or awarded to the student.

01 Honor roll—A list of names published each grading period, term, or year indicating students who have achieved a set standard of performance in their schoolwork. This term is frequently referred to as the "dean's list" or "principal's list."

02 Honor society—An association that receives into membership students who have achieved high scholarship and, frequently, who also fulfill established requirements for distinction in leadership or citizenship.

03 Honorable mention—A list of names published each grading period, term, or year indicating students who have achieved a set standard of performance in their schoolwork (but below the standards of the honor roll).

04 Honors program—A special accelerated educational program for advanced students.

05 Prize awards—Awards and/or medals given to students for excelling in specified subject matter areas (e.g., literature, mathematics, and science).

06 Ranks—Official grades of order and position bestowed upon individuals according to merit in order to maintain a chain of command (especially in a military environment).

07 Scholarships—Awards, usually of money or free/reduced tuition and/or expenses, given to selected students in recognition of their achievement or as encouragement.

08 Athletic awards—Awards given to a student for athletic achievements in specific areas (e.g., basketball, golf, and water polo).

09 Awarding units of value—Awards or recognition given to a student for the completion of course or activity requirements in a form of pre-determined set of numeric values.

10 Citizenship award/recognition—Awards or recognition given to a student for the demonstration of good citizenship (e.g., voluntary community services).

11 Completion of requirement, but no units of value awarded—Recognition of a student's completion of the requirement for a course or an activity; no unit of value awarded.

12 Certificate—Certificate given to a student in recognition of his/her achievements.

13 Honor award—Honor award given to a student in recognition of his/her achievements.

14 Letter of commendation—Letter of commendation given to a student in recognition of his/her achievements.

15 Medals—Medal given to a student in recognition of his/her achievements (e.g., academic medals, athletic medals, and citizenship medals).

16 Monogram/letter—Letter given to a student in recognition of his/her achievements (e.g., varsity letter and academic letter).

17 Points—Points awarded to a student in recognition of his/her achievements.

18 Promotion or advancement—Promotion or advancement awarded to a student in recognition of his/her achievements (e.g., advancement from regular to honors class, and promotion from junior varsity to varsity).

99 Other

Entity Uses: Student

1591 **Honors Description**—A description of the type of academic distinctions earned by or awarded to the student.

Entity Uses: Student

1592 **Class Rank**—The academic rank of a student in relation to his or her graduating class (e.g., 1st, 2nd, 3rd).

Entity Uses: Student

1593 **Total Number in Class**—The total number of students in the student's graduating class.

Entity Uses: Student

1594 **Percentage Ranking**—The academic percentage rank of a student in relation to his or her graduating class (e.g., 95%, 80%, 50%).

Entity Uses: Student

Activity Information—Information about a student's participation in cocurricular or extracurricular activities under the sponsorship and/or direction of the school (e.g., student organizations, intramural and interscholastic athletics, publications, band, orchestra, and service activities).

1600 **Activity Title**—The title which identifies a particular cocurricular or extracurricular activity.

Entity Uses: Student

1601 **Activity Code**—The code used to identify the cocurricular or extracurricular activity in which the student is involved.

01 Archery
02 Badminton
03 Baseball
04 Basketball
05 Bowling
06 Boxing
07 Crew
08 Cross country
09 Diving
10 Field hockey
11 Fencing
12 Football
13 Golf
14 Gymnastics

15 Ice hockey
16 Lacrosse
17 Martial arts
18 Polo
19 Racquetball
20 Rugby
21 Sailing
22 Skiing
23 Soccer
24 Softball
25 Squash
26 Swimming
27 Synchronized swimming
28 Team handball
29 Tennis
30 Track and field
31 Volleyball
32 Water polo
33 Wrestling
34 Rodeo
35 Scuba diving
36 Team manager
37 Cheerleading
38 Other sport
39 Student body president
40 Student body officer
41 Class president
42 Class officer
43 Other student leadership and government
44 Music—Vocal
45 Music—Instrumental
46 Music—Theory and Composition
47 Band
48 Orchestra
49 Jazz ensemble
50 Chorus
51 Other music
52 Theater/Drama
53 Art and graphic design
54 Dance
55 Dance team
56 Drill team
57 Other performing arts
58 Journalism
59 Broadcasting
60 Year book
61 Literary magazine
62 Other
63 Speech/Debate
64 Drama club
65 Language club
66 Science club
67 Art club
68 Computer club
69 Future Business Leaders of America - Phi Beta Lambda (FBLA - PBL)

70 Future Teachers of America
71 National Future Farmers of America (FFA)
72 Family, Career and Community Leaders of America
73 Health Occupations Students of America
74 Distributive Education Clubs of America (DECA)
75 Technology Student Association (TSA)
76 Vocational Industrial Clubs of America
77 Business Professionals of America
78 Peer counseling
79 Tutoring
80 Students Against Drunk Driving (SADD)
81 Key Club
82 Boy Scouts
83 Girl Scouts
84 4H
85 Chess club
86 Sorority
87 Fraternity
88 Other club or organization
89 National Forensics League
90 National Honor Society
91 State Honor Society
92 Academic Team/Knowledge Bowl
93 National Beta Club
94 Mu Alpha Theta
95 Psi Eta (Science Honorary)
96 Thespian Society
97 Other honor society
99 Other

Entity Uses: Student

1602 **Activity Description**—The description of a particular cocurricular or extracurricular activity in which the student is involved.

Entity Uses: Student

1610 **Activity Type**—An indication of the degree that an activity is related to a student's curriculum.

01 Cocurricular Activity—An activity that is related to the current curriculum in which a student is enrolled. This may be any type of school-sponsored activity designed to provide opportunities to participate in experiences on an individual or group basis (at school or public events) for the improvement of skills. The following characteristics apply to cocurricular activities: 1) participation is necessary for meeting class requirements, for credit, or for graduation; 2) sessions are conducted at regular and uniform times during school hours, or may be conducted during authorized non-school hours; 3) programs are directed or supervised by instructional staff in a learning environment similar to that found in classes offered for credit; and 4) services are primarily or totally funded by school-operating funds for general instructional purposes under the direction and control of local education authorities.

02 Extracurricular Activity—Any activity that is not directly related to the student's curriculum (also called "noncurricular" or "supplementary" activities), including all direct and personal services that are planned for student enjoyment and are managed and operated under the guidance of an adult or staff member. The following characteristics apply to extracurricular activities: 1) programs are not offered for credit or required for graduation;

2) sessions are generally conducted during hours other than those established for school, or if partly during school hours, at times agreed upon by the participants with school authority approval; 3) content is determined primarily by the interests of the students and their parent/guardians with only the guidance of staff members or other adults; and 4) with the possible exception of direct costs of salaries and indirect costs of the use of school facilities, the activity is primarily self-sustaining (i.e., not financed by school-operating or instructional funds), as all other expenses are met by dues, admissions or other student fund-raising events.

Entity Uses: Student

1611 **Name of Activity Sponsor**—The name of the person or organization sponsoring the activity.

Entity Uses: Student

1612 **Activity Involvement Beginning Date**—The month, day, and year on which the student begins to participate in the activity.

Entity Uses: Student

1613 **Activity Involvement Ending Date**—The month, day, and year on which the student ceases to participate in the activity.

Entity Uses: Student

1614 **Amount of Activity Involvement**—An indication of the degree to which the student is involved in the activity (i.e., number of hours per week).

Entity Uses: Student

1590 **Honors Information Code**—A designation of the type of academic distinctions earned by or awarded to the student.

01 Honor roll—A list of names published each grading period, term, or year indicating students who have achieved a set standard of performance in their schoolwork. This term is frequently referred to as the "dean's list" or "principal's list."

02 Honor society—An association that receives into membership students who have achieved high scholarship and, frequently, who also fulfill established requirements for distinction in leadership or citizenship.

03 Honorable mention—A list of names published each grading period, term, or year indicating students who have achieved a set standard of performance in their schoolwork (but below the standards of the honor roll).

04 Honors program—A special accelerated educational program for advanced students.

05 Prize awards—Awards and/or medals given to students for excelling in specified subject matter areas (e.g., literature, mathematics, and science).

06 Ranks—Official grades of order and position bestowed upon individuals according to merit in order to maintain a chain of command (especially in a military environment).

07 Scholarships—Awards, usually of money or free/reduced tuition and/or expenses, given to selected students in recognition of their achievement or as encouragement.

08 Athletic awards—Awards given to a student for athletic achievements in specific areas (e.g., basketball, golf, and water polo).

09 Awarding units of value—Awards or recognition given to a student for the completion of course or activity requirements in a form of pre-determined set of numeric values.

10 Citizenship award/recognition—Awards or recognition given to a student for the demonstration of good citizenship (e.g., voluntary community services).

11 Completion of requirement, but no units of value awarded—Recognition of a student's completion of the requirement for a course or an activity; no unit of value awarded.

12 Certificate—Certificate given to a student in recognition of his/her achievements.

13 Honor award—Honor award given to a student in recognition of his/her achievements.

14 Letter of commendation—Letter of commendation given to a student in recognition of his/her achievements.

15 Medals—Medal given to a student in recognition of his/her achievements (e.g., academic medals, athletic medals, and citizenship medals).

16 Monogram/letter—Letter given to a student in recognition of his/her achievements (e.g., varsity letter and academic letter).

17 Points—Points awarded to a student in recognition of his/her achievements.

18 Promotion or advancement—Promotion or advancement awarded to a student in recognition of his/her achievements (e.g., advancement from regular to honors class, and promotion from junior varsity to varsity).

99 Other

Entity Uses: Student

1591 **Honors Description**—A description of the type of academic distinctions earned by or awarded to the student.

Entity Uses: Student

Graduation Information—Summary information about the student's completion of graduation requirements, diploma received, and honors received.

1621 **Diploma/Credential Type**—The type of diploma/credential that is awarded to a student in recognition of his/her completion of the curricular requirements.

01 Regular diploma
02 Endorsed diploma
03 Regents diploma
04 International Baccalaureate
05 Modified diploma
06 Other diploma
07 Alternative credential
08 Certificate of attendance

09 Certificate of completion
10 High school equivalency credential
11 General Educational Development (GED) credential
99 Other

Entity Uses: Student

1622 **Diploma/Credential Award Date**—The month, day, and year on which the diploma/credential is awarded to a student in recognition of his/her completion of the curricular requirements.

Entity Uses: Student

1623 **Diploma/Credential Level and Honors**—The nature of recognition given the student for the successful completion of work in high school.

01 Cum laude
02 Magna cum laude
03 Summa cum laude
04 Scholar award with honor
05 Scholar award with distinction
06 Local scholar award
07 State scholar award
08 National scholar award
09 Class valedictorian
10 Class salutatorian
11 Prize awards (not limited to subject matter awards)
12 Ranks
13 Locally-sponsored scholarships
14 State-sponsored scholarships
15 Nationally-sponsored scholarships
16 Other monetary award
99 Other

Entity Uses: Student

1624 **Diploma/Credential Level and Honors Description**—The description of the diploma or credential level or honor received by the student.

Entity Uses: Student

1625 **Non-Course Graduation Requirement Code**—The code that identifies the type of non-course graduation requirement that the student must meet in order to graduate.

01 State graduation test
02 Service learning/community service
03 Thesis/dissertation
04 Special skill test
99 Other

Entity Uses: Student

1626 **Non-Course Graduation Requirement Date Met**—The month, day, and year on which the student met the non-course graduation requirement.

Entity Uses: Student

1627 **Non-Course Graduation Requirement Scores/Results**—The results from the student's completion of the non-course graduation requirement (e.g., pass/fail, letter grade, percentage scale, and rank).

Entity Uses: Student

1592 **Class Rank**—The academic rank of a student in relation to his or her graduating class (e.g., 1st, 2nd, 3rd).

Entity Uses: Student

1593 **Total Number in Class**—The total number of students in the student's graduating class.

Entity Uses: Student

1594 **Percentage Ranking**—The academic percentage rank of a student in relation to his or her graduating class (e.g., 95%, 80%, 50%).

Entity Uses: Student

D. NON-SCHOOL AND POST-SCHOOL EXPERIENCE

Section D, Non-School and Post-School Experience, pertains to the activities and work experience of a student outside of his or her school. These activities may or may not be sponsored by the school or under the guidance or supervision of staff members. This section also includes information about training received outside of the school, honors and recognitions granted, offices and positions held by the student, and academic and occupational plans of the student when he or she finishes school.

Entity Uses:	Student Employer Postsecondary Institution

Non-School Activity Information—Information about participation in non-work activities that are neither sponsored by the school nor under the guidance or supervision of staff members. This may include information about the various offices and positions held by the student including information on travel, hobby, and other special interests and abilities.

1630 **Non-School Activity Code**—An indication of the non-school activity in which the student is participating.

01 Full-time employment
02 Part-time employment
03 Internship
04 Cocurricular experience
05 Teaching assistantship
06 Research assistantship
07 Other employment
08 Professional or scholarly article
09 Published prose/short story
10 Published poetry
11 Published novel/book
12 Professional presentation
13 Other publication
14 Professional organization membership
15 Patents and inventions

Entity Uses: Student

1631 **Non-School Activity Description**—A description or title of the non-school activity in which a student participates on a regular basis

Entity Uses: Student

1632 **Non-School Activity Sponsor**—The name of the person or organization sponsoring the activity.

Entity Uses: Student

1633 **Amount of Non-School Activity Involvement**—An indication of the degree to which the student is involved in the activity (e.g., number of hours per week).

Entity Uses: Student

1590 **Honors Information Code**—A designation of the type of academic distinctions earned by or awarded to the student.

01 Honor roll—A list of names published each grading period, term, or year indicating students who have achieved a set standard of performance in their schoolwork. This term is frequently referred to as the "dean's list" or "principal's list."

02 Honor society—An association that receives into membership students who have achieved high scholarship and, frequently, who also fulfill established requirements for distinction in leadership or citizenship.

03 Honorable mention—A list of names published each grading period, term, or year indicating students who have achieved a set standard of performance in their schoolwork (but below the standards of the honor roll).

04 Honors program—A special accelerated educational program for advanced students.

05 Prize awards—Awards and/or medals given to students for excelling in specified subject matter areas (e.g., literature, mathematics, and science).

06 Ranks—Official grades of order and position bestowed upon individuals according to merit in order to maintain a chain of command (especially in a military environment).

07 Scholarships—Awards, usually of money or free/reduced tuition and/or expenses, given to selected students in recognition of their achievement or as encouragement.

08 Athletic awards—Awards given to a student for athletic achievements in specific areas (e.g., basketball, golf, and water polo).

09 Awarding units of value—Awards or recognition given to a student for the completion of course or activity requirements in a form of pre-determined set of numeric values.

10 Citizenship award/recognition—Awards or recognition given to a student for the demonstration of good citizenship (e.g., voluntary community services).

11 Completion of requirement, but no units of value awarded—Recognition of a student's completion of the requirement for a course or an activity; no unit of value awarded.

12 Certificate—Certificate given to a student in recognition of his/her achievements.

13 Honor award—Honor award given to a student in recognition of his/her achievements.

14 Letter of commendation—Letter of commendation given to a student in recognition of his/her achievements.

15 Medals—Medal given to a student in recognition of his/her achievements (e.g., academic medals, athletic medals, and citizenship medals).

16 Monogram/letter—Letter given to a student in recognition of his/her achievements (e.g., varsity letter and academic letter).

17 Points—Points awarded to a student in recognition of his/her achievements.

18 Promotion or advancement—Promotion or advancement awarded to a student in recognition of his/her achievements (e.g., advancement from regular to honors class, and promotion from junior varsity to varsity).

99 Other

Entity Uses: Student

1591 **Honors Description**—A description of the type of academic distinctions earned by or awarded to the student.

Entity Uses: Student

1640 **Non-School Activity Beginning Date**—The month, day, and year on which a student begins participating in a non-school activity.

Entity Uses: Student

1650 **Non-School Activity Ending Date**—The month, day, and year on which a student ceases participating in the non-school activity.

Entity Uses: Student

Institutional/Organizational Information—Information about any organization for which an individual works and/or any postsecondary institution that he or she attends.

0120 † **Name of Institution**—The full legally or popularly accepted name of an organization (e.g., a school, an association, or a company).

Entity Uses: Employer
Postsecondary Institution

0440 **Complete Permanent Address**—The street number and name, apartment/room/suite number, city, county, state, zip code, and country of an individual's or organization's permanent address.

Entity Uses: Employer
Postsecondary Institution

0460 **Communication Status**—An indication of special circumstances which affect communication to an individual, organization, or institution via a telephone (e.g., no telephone connection, no one available to answer the telephone during certain hours).

Entity Uses: Employer
Postsecondary Institution

0461 **Communication Number Type**—The type of communication number listed for an individual or organization.

01 Alternate telephone number
02 Answering service
03 Beeper number
04 Telephone extension
05 Home facsimile number
06 Home phone number

07 Night telephone number
08 Other residential facsimile number
09 Other residential telephone number
10 Appointment phone
11 Personal cellular number
12 Personal phone number
13 Telex number
14 Telemail
15 Voice mail
16 Work cellular number
17 Work facsimile number
18 Work telephone number

Entity Uses: Employer
Postsecondary Institution

0470 **Communication Number**—The telephone number including the international code, area code, and extension, if applicable.

Entity Uses: Employer
Postsecondary Institution

0489 **Electronic Mail Address Type**—The type of electronic mail (email) address listed for an individual or organization.

01 Home/personal
02 Work
99 Other

Entity Uses: Employer
Postsecondary Institution

0490 **Electronic Mail Address**—The electronic mail (email) address of an individual or organization.

Entity Uses: Employer
Postsecondary Institution

Work Experience—Information about paid or unpaid work performed by a student.

1670 **In-School/Post-School Employment Status**—An indication as to an individual's status as a student when employed.

01 In-school—An individual accepts employment while still enrolled in school during a regular term or a vacation period between regular terms.

02 Post-school—An individual accepts employment after graduating, completing his or her program of study, or exiting/withdrawing from school.

Entity Uses: Student

1680 **Experience Type**—The nature of an individual's work experience.

01 Cooperative education—A program which combines study and practice provided on an alternating schedule of half-days, full-days, weeks, or other periods of time providing employment for a student with organized on-the-job training and correlated school instruction.

02 Apprenticeship—An organized system that provides an individual with the manipulative skills and technical and/or theoretical knowledge needed for competent performance in skilled occupations. The program often involves cooperation between schools and employers since apprentices learn the skills of their craft through on-the-job work experiences, and the related theoretical information through classroom instruction.

03 Internship—A planned and monitored work experience in which a student has intentional learning goals and reflects actively on what he or she is learning through experience.

04 Court-ordered activity—A service, mandated by judicial authority, for which an individual does not receive payment.

05 School-mandated activity—A service, mandated by the school authority, for which an individual does not receive payment.

06 Voluntary school-related activity—A service performed willingly and without the guarantee of a reward or payment as coordinated and/or supervised by one or more school staff members.

07 Voluntary community-related service—A service performed willingly and without the constraint or guarantee of a reward or payment for the local community outside of the school building.

08 Paid employment—An employment other than cooperative education, apprenticeship, or internship for which an individual receives a wage, salary, fee, commission, or profit.

99 Other

Entity Uses: Student

1690 **Work Type**—A description of the work or occupation in which an individual is currently engaged.

(Note: A list of occupational titles and codes can be found in appendix H).

Entity Uses: Student

1700 **Program of Study Relevance**—An indication as to whether the type of work is relevant to a student's current program of study or occupational goal.

01 Relevant—The work experience is pertinent to a student's current program of study or occupational goal.

02 Peripheral—The work experience is not directly related to a student's current program of study or occupational goal.

Entity Uses: Student

1710 **Employment Permit Number**—The number of the permit, license or certificate, if required, of an individual to hold employment.

Entity Uses: Student

1720 **Employment Permit Certifying Organization**—The organization responsible for sanctioning an individual's employment permit.

Entity Uses: Student

1730 **Employment Permit Description**—The description of a permit, license, or certificate if required of an individual to hold employment.

Entity Uses: Student

1740 **Employment Permit Valid Date**—The month, day, and year on which an employment permit becomes valid.

Entity Uses: Student

1750 **Employment Permit Expiration Date**—The month, day, and year on which an employment permit expires.

Entity Uses: Student

1760 **Employment Start Date**—The month, day, and year on which an individual begins a period of self-employment or employment with an organization or institution.

Entity Uses: Student

1770 **Employment End Date**—The month, day, and year on which an individual ends a period of self-employment or employment with an organization or institution.

Entity Uses: Student

1780 **Number of Hours Worked Per Work Week (Monday-Friday)**—An estimated average number of hours an individual works or expects to work for an employer between Monday and Friday.

Entity Uses: Student

1790 **Number of Hours Worked Per Weekend**—An estimated average number of hours an individual works or expects to work for an employer over a Saturday and Sunday.

Entity Uses: Student

!800 **Employment Recognition**—The honor or recognition given to an individual for the successful completion of certain tasks or work performed at his or her job.

01 Certification—A certificate awarded to an individual in recognition that professional standards have been met pertaining to education, experience, and personal qualifications as determined by a professional society, often in cooperation with auxiliary groups that are subject to the certification procedure.

02 Credit or fulfillment of a requirement—Recognition given to an individual upon completion of required course or school activities that are work-related.

03 Employment permit—A permit granted to an individual who has satisfied the minimum requirements for employment.

04 Honor award—An award given in recognition of outstanding achievement. Such honors may be instead of, or in addition to, other recognition.

05 Letter of commendation—A written letter, usually prepared and signed by the senior management of an organization, commending the employee for his or her contribution to and/or achievement in an organization.

06 Licensure—A credential given to an individual who has fulfilled the minimum predetermined qualifications and standards necessary for legally practicing an occupation.

07 Promotion or advancement—An assignment of an employee to the next level in the sequence of job titles requiring a greater degree of job skill and responsibility.

99 Other

Entity Uses: Student

Post-School Education/Training—Information in this category concerns a student's aspirations and plans for post-school vocation, training, and education.

1810 **Post-School Training or Education Subject Matter**—The nature of the training or education that a student is planning on, interested in, or will be actively pursuing after graduating from or leaving his or her current school of enrollment.

01 Agricultural business and production
02 Agricultural sciences
03 Conservation and renewable natural resources
04 Architecture and related programs
05 Area, ethnic and cultural studies
06 Marketing operations/marketing and distribution
07 Communications
08 Communications technologies
09 Computer and information sciences
10 Consumer and homemaking education
11 Personal and miscellaneous services
12 Education
13 Engineering
14 Engineering-related technologies
15 Foreign languages and literatures
16 Home economics
17 Vocational home economics
18 Law and legal studies
19 English language and literature/letters
20 Liberal arts and sciences, general studies and humanities
21 Library science
22 Biological sciences/life sciences
23 Mathematics
24 Military technologies
25 Multi/interdisciplinary technologies
26 Parks, recreation, leisure and fitness studies

27 Philosophy and religion
28 Theological studies and religious vocations
29 Physical sciences
30 Science technologies
31 Psychology
32 Protective services
33 Public administration and services
34 Reserve Officers' Training Corp (ROTC)
35 Social sciences and history
36 Construction trades
37 Mechanics and repairers
38 Precision production trades
39 Technology education/industrial arts
40 Transportation and materials moving workers
41 Visual and performing arts
42 Health professions and related sciences
43 Business management and administrative services
99 Other

Entity Uses: Student

1820 **Education Planned**—The extent of postsecondary education a student is planning to pursue after graduating from or leaving his or her current school or enrollment.

01 High school graduate or equivalent
02 Post Graduate (Grade 13)
03 Postsecondary certification
04 Associate's degree
05 Baccalaureate (Bachelor's) degree
06 Specialist's degree
07 Master's degree
08 First professional degree or certification
09 Doctoral degree
99 Other

Entity Uses: Student

0720 † **Highest Level of Education Completed**—The extent of formal instruction an individual has received (i.e., the highest grade in school or its equivalent or the highest degree received).

01 No school completed
02 Nursery school
03 Kindergarten
04 1st, 2nd, 3rd, or 4th grade
05 5th, 6th, 7th, or 8th grade
06 9th grade
07 10th grade
08 11th grade
09 12th grade, no diploma
10 High school completer (e.g., GED, Certificate of Attendance)
11 High school graduate
12 Post graduate (Grade 13)
13 Postsecondary award, certificate or diploma (less than one year)
14 Postsecondary award, certificate or diploma (more than or equal to one year)
15 Some college but no degree

16 Associate's degree (two years or more)
17 Bachelor's (Baccalaureate) degree (e.g., B.A., A.B., B.S.)
18 Some graduate school, but no degree
19 First professional degree (e.g., D.C. or D.C.M., D.D.S. or D.M.D., M.D., O.D., D.O., D.Phar., Pod.D. or D.P., D.V.M., L.L.B. or J.D., M.Div., M.H.L., B.D., or Ordination)
20 Master's degree (e.g., M.A., M.S., M.Eng, M.Ed, M.S.W., or M.B.A.)
21 Specialist's degree (e.g., Ed.S)
22 Doctoral (Doctors) degree (e.g., Ph.D, Ed.D)
99 Other

Entity Uses: Student

1830 **Post-School Recognition**—The description of honors and recognitions awarded to a former student when he or she pursued an academic or occupational goal.

Entity Uses: Student

Other Post-School Information—Information in this category pertains to other post-school experience not mentioned above.

1840 **Career Objectives**—A student's occupational plan or aspirations.

(Note: A list of occupational groups and codes can be found in appendix H).

Entity Uses: Student

1850 **Military Service Experience**—A description of military experience and special training a student acquired while in the service.

Entity Uses: Student

1860 **Voting Status**—An indication as to whether an individual is registered to vote in public elections.

01 Registered
02 Not registered
03 Not eligible

Entity Uses: Student

1870 **Other Post-School Accomplishments**—Notable post-school activities and accomplishments other than information about employment, education, and military service (e.g., elective offices held and books published).

Entity Uses: Student

E. ASSESSMENT

Section E, Assessment, contains information regarding assessment conducted on a student. It includes assessment purpose, administration, response, and scoring.

Entity Uses:	Assessment Evaluator

Assessment Information—The general classification of an assessment administered to a student based upon the anticipated use of the information it provides. This also includes information that identifies the assessment.

1880 † **Purpose**—The reason for which an assessment is being conducted.

01 Admission—An examination used in the admission procedure for an educational program. It may be used as a part of a selective admission process for an educational institution or as a device for predicting the success of a student in an education program.

02 Assessment of student's progress—An examination used to measure the progress of a student in a particular content area.

03 Development of individualized educational program (IEP)—An assessment used to determine whether a student is in need of special education and, if so, what types of special education services would most benefit the student. This information is often incorporated into a student's individualized educational program (IEP).

04 Development of individualized family service program (IFSP)—An assessment used to determine whether a child is in need of early intervention services mandated by the Individuals with Disabilities Education Act (IDEA). This information often contributes to the development of an individualized family service program (IFSP).

05 Diagnosis—An assessment (other than for the development of an IEP or IFSP) used to examine in-depth information about specific strengths and weaknesses in a student's skill development.

06 Graduation requirement—An assessment given to students on the basis of which an appropriate state authority may certify that an individual has met state requirements for high school completion or graduation.

07 Instructional decision—An assessment used to determine whether the instructional path of a student should be maintained or altered.

08 Program eligibility—An assessment (other than for the development of an IEP or IFSP) used to determine whether a student is eligible to participate in a specific program.

09 Program evaluation—An assessment given to a student as part of an effort to evaluate a program's effectiveness. Results of the assessment may or may not be reported at an individual student level.

10 Program placement—An assessment used to determine the most appropriate instructional program for a student.

11 School performance evaluation—An assessment given to a student to determine the effectiveness of a school or an educational institution. Results of the assessment may or may not be reported an individual student level.

12 Screening—An examination used to determine the need for or suitability of additional tests in any of a variety of disciplines or for a specific reason (e.g., a home language survey to identify language minority students who may need assistance).

13 Promotion to or retention in a grade or program—An assessment given to a student to determine whether he/she is eligible for promotion to a higher grade level or to a more advanced program.

14 Course credit—An assessment given to a student to determine whether he/she should be awarded the credit(s) for completing the course requirements.

99 Other

Entity Uses: Assessment

1890 † **Assessment Type**—The category of an assessment based on format and content.

01 Achievement test—An assessment to measure a student's present level of knowledge, skill, or competence in a specific area or subject.

02 Advanced placement test—An assessment to measure the achievement of a student in a subject matter area, taught during high school, which may qualify him or her to bypass the usual initial college class in this area and begin his or her college work in the area at a more advanced level and possibly with college credit.

03 Alternative Assessment—An assessment provided to children with disabilities who cannot participate in a State or district-wide assessment program, even with appropriate accommodations.

04 Aptitude test—An assessment to measure a student's potential ability to acquire specific knowledge or master a specific skill.

05 Attitudinal test—An assessment to measure the mental and emotional set or pattern of likes and dislikes or opinions held by a student or a group of students. This is often used in relation to considerations such as controversial issues or personal adjustments.

06 Cognitive and perceptual skills test—An assessment to measure components of a student's mental ability such as visual memory, figure-ground differentiation, auditory memory, reasoning ability, and sequential processing.

07 Developmental observation—An assessment to measure a child's development based on observation. This is most frequently associated with early childhood education and care. Areas of observation and/or evaluation may include, and are not limited to a child's cognitive and language development, social and emotional development, hygiene, nutrition, and self-help skills, as well as gross and fine motor skills.

08 Interest inventory—An assessment used to measure the extent to which a student's pattern of likes and dislikes corresponds to those of individuals who are known to be successfully engaged in a given vocation, subject area, program of studies, or other activity.

09 Language proficiency test—An assessment used to measure a student's level of proficiency (i.e., speaking, writing, reading, and listening) in either a native language or an acquired language.

10 Manual dexterity test—An assessment to measure a student's ability to move his or her hands easily and skillfully. This test may be used in the identification of aptitudes for certain occupations.

11 Mental ability (intelligence) test—An assessment to measure a student's general ability to successfully and rapidly adapt to new situations and to learn from experience.

12 Performance assessment—An assessment to measure a student's knowledge or skill by requiring him or her to produce an answer or product that is not necessarily in a standardized format. Examples of performance assessment include writing short answers, solving complex mathematical problems, writing an extended essay, conducting an experiment, presenting an oral argument, or assembling a portfolio of representative work.

13 Personality test—An assessment to measure a student's affective or nonintellectual aspects of behavior such as emotional adjustment, interpersonal relations, motivation, interests, and attitudes.

14 Portfolio assessment—An assessment to measure the quality of a collection of student work or a series of student performances as interpreted by the student, a teacher, or an independent evaluator.

15 Psychological test—An assessment to measure a sample of behavior in an objective and standardized way.

16 Psychomotor test—An assessment to measure the motor effects of a student's mental or cerebral processes.

17 Reading readiness test—An assessment to measure interrelated factors contributing to a student's readiness to learn to read (e.g., linguistic maturity, experiential background, perceptual maturity, and responsiveness to books and storytelling).

99 Other

Entity Uses: Assessment

1900 † **Assessment Title**—The title or description including a form number, if any, that identifies a particular assessment.

Entity Uses: Assessment

1910 † **Assessment Content**—The description of the content or subject area (e.g., arts, mathematics, reading, stenography, or a foreign language) of an assessment.

Entity Uses: Assessment

1920 † **Subtest Type**—The description of the specific subject matter of a subtest (e.g., reading comprehension, vocabulary, mathematics, verbal, humanities, quantitative, geography) administered to a student as a part of a combined assessment.

Entity Uses: Assessment

1930 † **Level (for which Designed)**—The typical grade level or range of grade levels for which an assessment is designed.

Entity Uses: Assessment

0130 † **Identification Number**—A unique number assigned to an individual, organization, or institution by a school, an education agency, a state, or other organization.

Entity Uses: Assessment

0140 † **Identification System**—A numbering scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to an individual, institution, or organization.

01 Driver's license number
02 Health record number
03 Medicaid number
04 Migrant number
05 Professional certificate or license number
06 School-assigned number
07 Selective service number
08 Social security administration number
09 College Board/ACT code set of PK-grade 12 institutions
10 Local education agency (LEA) number
11 State education agency (SEA) number
12 U.S. Department of Education, National Center for Education Statistics (NCES) number
13 Other organization number (e.g., Roman Catholic Diocese or association number)
14 Prior incorrect social security administration number
15 U.S. government visa number
16 Personal ID number (used for access into system)
17 Family unit number
99 Other

Entity Uses: Assessment

1940 † **Grade Level when Assessed**—The grade level of a student when assessed.

Entity Uses: Assessment

1950 **Copyright Date**—The month, day, and year that a publication lists for its copyright.

Entity Uses: Assessment

Administrative Issues—This category contains information relating to the administration of an assessment to a student.

1959 **Non-Participation Reason**—The reason why the student did not participate in the assessment

01 Absent
02 Not tested, language reason
03 Not tested, disability reason
99 Other

Entity Uses: Assessment

1960 **Administration Method**—The primary manner in which a test is administered to a student.

01 Group test—An assessment that is administered to a number of students at the same time.

02 Individual test—An assessment that is administered to only one student at a time.

03 Both group and individual test—An assessment that is administered, in parts, to both a group of students and to each student individually (e.g., a language test that has one part administered orally/individually and a separate written part administered to a group).

Entity Uses: Assessment

1970 **Administration Form**—The primary manner in which a test is presented to a student.

01 Computer adaptive test—A test that primarily uses a computer that is menu-driven in its administration. Instructions for taking the test are provided mainly through the computer (e.g., menu-driven).

02 Oral test—A test that primarily uses a spoken language in its administration.

03 Written test—A test that primarily uses a written language in its administration.

99 Other

Entity Uses: Assessment

1980 **Response Form**—The primary manner in which a student responds to assessment inquiries.

01 Collaborative/group activity—A test that requires an activity in which two or more students are involved. Each student is required to do his or her work individually within the context of a group or as a contributing member of a group effort.

02 Computer simulation—A test that requires a student to use a computer or computer program to successfully complete the assessment.

03 Constructed-response—A test that requires a student to supply his or her own response rather than selecting one from a predetermined set of response options (e.g., an essay or short answer response). This term is often referred to as supply-response.

04 Laboratory experiment—A test that requires a student to perform a structured experiment.

05 Selected-response—A test that requires a student to choose from among a predetermined set of response options (e.g., a multiple-choice test).

06 Performance—A test that requires a student to supply a response in the form of overt action (such as fitting pegs into a pegboard, tracing a maze, or playing a musical instrument) rather than one of a written or oral nature.

99 Other

Entity Uses: Assessment

1990 **Administration Language**—The language in which an assessment is written or administered and/or in which responses are provided.

(Note: A list of languages and dialects can be found in appendix G.)

Entity Uses: Assessment

2000 † **Special Accommodation**—The type of special variation used in the administration of the test.

01 Adjustable swivel arm
02 Adjustable table height
03 Braille
04 Enlarged keyboard
05 Enlarged monitor view
06 Extra time
07 Foreign language dictionary
08 Large type booklet
09 Multi-day administration
10 One and half times the normal time
11 Reader
12 Recorder or amanuensis
13 Self-determined review of audio/videotape
14 Separate room
15 Signer/sign language interpreter
16 Special furniture
17 Special lighting
18 Track ball
19 Untimed
99 Other

Entity Uses: Assessment

2010 † **Administration Date**—The month, day, and year on which an assessment is administered.

Entity Uses: Assessment

2020 **Location**—The description of the place where an assessment is administered.

Entity Uses: Assessment

0110 † **Name of Individual**—The full, legally accepted, proper name given to an individual at birth, baptism, or during another naming ceremony, or through legal change (generally used when component parts are not required or requested separately).

Entity Uses: Evaluator

2030 **Position**—An individual's title of employment, official status or rank.

Entity Uses: Evaluator

Score/Results Reporting—This category contains information about assessment results, the manner in which they are presented, and factors which may influence their interpretation.

2040 **Assessment Reference Type**—A classification of how results of achievement tests are related and interpreted.

01 Norm-referenced—A student's test scores are related to that of a specified norm group, the samples of which are used as the basis for interpreting test scores.

02 Criterion-referenced—A student's test scores are related to a specified criterion and expressed in terms of the knowledge or skill acquired (e.g., a given number of words typed per minute with a specified degree of accuracy).

03 Achievement-level reference or benchmarked—A student's test scores are related to a specified level of achievement and expressed in terms of the percentage of students reaching that level.

99 Other

Entity Uses: Assessment

2050 † **Norm Group**—The group for which the scores of an assessment have been standardized for use in interpreting the results.

01 Annual user norms
02 Catholic school norms
03 Equated national norms
04 Independent school norms
05 International norms
06 National probability sample
07 Peer school norms
08 Racial/ethnic norms
09 Regional norms
10 High socio-economic status (SES) norms
11 Low socio-economic status (SES) norms
12 State norms
13 Urban norms
14 Deaf norms
99 Other

Entity Uses: Assessment

2060 † **Norm Year**—The year when the assessment was given to a sample of students for the purpose of establishing a standard of performance for that group of students.

Entity Uses: Assessment

2070 † **Norming Period**—The time of year when the assessment was given to a sample of students for the purpose of establishing a standard of performance for that group of students (e.g., fall, mid-year, or spring).

Entity Uses: Assessment

2080 † **Score Range**—The lowest and highest individual scores obtained by a group of students who are in the same norm group.

Entity Uses: Assessment

2090 † **Reporting Method**—The measure in which results are presented.

01 Age score—A derived score used to express a student's test performance in terms of the developmental-level characteristic of the average individual of a corresponding chronological age. This is used more frequently with intelligence and achievement tests for children of school age or below. Scores can be applied to determine a student's mental age (i.e., the average chronological age of students making a given raw score) or education age (i.e., test performance according to the norm age on any given level).

02 C-scaled scores—A score expressed in normalized standard score of eleven units.

03 CEEB-scores—A score developed for use with the College Entrance Examination Board tests and those tests by the Educational Testing Service as the basis for reporting scores on many of its other special program tests. It is similar to other linear standard scores but has a mean of 500 and a standard deviation of 100.

04 Grade equivalent or grade-level indicator—A derived score expressed as the grade placement of those students for whom a given score was average.

05 ITED-score—A score developed for use with the Iowa Tests of Educational Development, but which is now also used with the American College Testing Program and other tests. This score has a mean of 15 and a standard deviation of five, and scores are based on a nationally-representative sample of tenth- and eleventh-grade students.

06 Letter grade—A letter assigned to a corresponding qualitative value. (e.g., A=Excellent, B=Above Average, C=Average, D=Below Average, and F=Failing). Corresponding numerical ranges may vary for each letter grade.

07 Normal curve equivalent—A score expressed in a normalized standard score with a mean of 50 and a standard deviation of 21.06. Scores range from 1 through 99 and an equal unit is retained in the scale.

08 Normalized standard score—A score that resembles standard scores (z-scores) but which is computed like percentile scores.

09 Number score—A number assigned corresponding to the total assessed quality of student response (e.g., the number of answers a student provides that are correct) or the level of a score using a holistic scoring guide usually used in writing assessments.

10 Pass-Fail—A score used to indicate whether a student passes or fails the assessment.

11 Percentage of items correct—A derived score used to express a student's performance as a percentage of the maximum possible score.

12 Percentile rank—A derived score presented in terms of the percentage of students in a specified group who fall below a given score point.

13 Proficiency level—A standardized qualitative expression use to indicate a student's functional mastery of a specific skill (e.g., novice, apprentice, or master).

14 Ranking—An expression used to indicate the position of a student relative to other students taking the same assessment (e.g., highest, second next highest, third, and so on). Since the total number of cases limits the rank, the two numbers are often reported together.

15 Ratio IQ's—A score based on the ratio of mental age to chronological age. The ratio or deviation IQ has a common standard deviation for all ages covered by the test.

16 Standard age score—A scores used in connection with certain Riverside Press tests where the standard age score has a mean of 100 and a standard deviation of 16.

17 Stanine score—A score expressed in a normalized standard of nine units (i.e., 1-9). In a normal distribution, stanines have a mean of 5.0 and a standard deviation of 1.96.

18 Sten score—A score expressed in a normalized standard five units on either side of the mean. In a normal distribution, sten scores have a mean of 5.5 and a standard deviation of 2.0.

19 T-score—A standard score expressed with a mean of 50 and a standard deviation of 10.

20 Z-score—A basic standard score expressed with a mean of 0 and a standard deviation of 1.0. It is widely used in test-related research where the mean is 0 and the standard deviation is 1.0.

21 Achievement level—A score that indicates the student's proficiency in a particular subject matter. Performance is usually described in achievement levels (e.g., a range from "basic" to "advanced").

22 Mastery level—A score that indicates a student's mastery of a particular subject matter. Performance is usually categorized as "Mastered" or "Not Mastered."

99 Other

Entity Uses: Assessment

2100 † **Score Results**—The description of a meaningful raw score or statistical expression of the performance of a student or group of students on an assessment.

Entity Uses: Assessment

2110 **Score Interpretation Information**—The type of unusual testing conditions that must be known to properly interpret an individual's test score.

01 Special circumstances (something unusual occurred during testing that may have affected how the student performed)
02 Nonstandard administration procedure (e.g., special accommodations made)
03 Experience only
04 Diagnostic only
05 Experience and diagnostic
06 Alternative assessment for children with disabilities
99 Other

Entity Uses: Assessment

2120 **Reporting and Documentation**—The description of results of a qualitative assessment of a student's performance, progress, or development. Such observations and/or evaluations are often documented in the form of a parent or teacher report, or a student's performance portfolio, and may be used when planning education and care for the student.

Entity Uses: Assessment

F. TRANSPORTATION

Section F, Transportation, concerns the transportation of students to and from school and school-related activities.

Entity Uses: Student
Transportation Contact
Transportation Vehicle

Transportation Information—Identifies information about a student's transportation needs and services received.

2130 † **Transportation Status**—Information about whether or not a student is transported to and/or from school or receives services, aid, or payment in lieu of transportation.

01 Transported at public expense—The student is transported between home and school at public expense: 1) the parent/guardian is reimbursed for transportation directly; 2) the local education agency receives some state transportation aid; or 3) the local education agency assumes all transportation expenses.

02 Transported at reduced public expense—The student is transported between home and school at a reduced fare with the difference in rate subsidized at public expense. This includes situations where the student pays only a portion of the transportation cost to and from school (e.g., reduced rate bus or train tickets).

03 Transported, but not at public expense—The student is transported between home and school, but not at public expense. This includes situations where his or her parent/guardian pays the school or education agency for such transportation. Riding in a private vehicle, a motorcycle, and public transportation at student expense are also included.

04 Provided room, board, or payment in lieu of transportation—The student is provided room, board, and/or payment in lieu of transportation between home and school.

05 Not transported—The student is not transported between home and school, nor does the student receive any payment or service in lieu of transportation. This includes situations in which the student drives, walks, or rides a bicycle.

99 Other

Entity Uses: Student

2140 **State Transportation Aid Qualification**—The qualification status of a student entitling the local education agency to receive state transportation aid.

01 Qualifies for regular aid—The local education agency is eligible to receive regular state transportation aid for the student.

02 Qualifies for special education aid—The local education agency is eligible to receive state transportation aid for the student because of disabilities requiring special education.

03 Does not qualify—The local education agency is not eligible to receive transportation aid for the student.

99 Other

Entity Uses: Student

2150 † **Transportation at Public Expense Eligibility**—The eligibility of a student for transportation between home and school at local public expense because of distance, disability, or other reasons.

01 Eligible because of distance—The student is eligible for transportation at public expense because of the distance between home and school.

02 Eligible because of disability—The student is eligible for transportation at public expense because of a sensory, physical, mental, or emotional disability.

03 Eligible because of disability and distance—The student is eligible for transportation at public expense because of a combination of his or her disability and the distance between home and school.

04 Eligible because of hazardous conditions—The student is eligible for transportation at public expense because the route along which he or she must walk is considered to be hazardous for reasons determined by state or local school authorities.

05 Eligible because of program for desegregation or integration—The student is eligible for transportation at public expense because a locally initiated or court mandated program for achieving racial or cultural integration or for ending previous segregation.

06 Eligible because of special instruction—The student is eligible for transportation at public expense to other facilities to receive specialized instruction such as vocational training or magnet programs.

07 Not eligible—The student is not eligible for transportation at public expense between home and school.

99 Other

Entity Uses: Student

2160 † **Special Accommodation Requirements**—Specific requirements needed to accommodate a student's physical needs, which may include special equipment installed in a vehicle or a special arrangement for transportation.

Entity Uses: Student

Transportation Contact—The individual who is responsible for a student's transportation to and/or from school or the person who receives the individual at a bus stop or other location.

0110 † **Name of Individual**—The full, legally accepted, proper name given to an individual at birth, baptism, or during another naming ceremony, or through legal change (generally used when component parts are not required or requested separately).

Entity Uses: Transportation Contact

0440 **Complete Permanent Address**—The street number and name, apartment/room/suite number, city, county, state, zip code, and country of an individual's or organization's permanent address.

Entity Uses: Transportation Contact

0460 **Communication Status**—An indication of special circumstances which affect communication to an individual, organization, or institution via a telephone (e.g., no telephone connection, no one available to answer the telephone during certain hours).

Entity Uses: Transportation Contact

0461 **Communication Number Type**—The type of communication number listed for an individual or organization.

01 Alternate telephone number
02 Answering service
03 Beeper number
04 Telephone extension
05 Home facsimile number
06 Home phone number
07 Night telephone number
08 Other residential facsimile number
09 Other residential telephone number
10 Appointment phone
11 Personal cellular number
12 Personal phone number
13 Telex number
14 Telemail
15 Voice mail
16 Work cellular number
17 Work facsimile number
18 Work telephone number

Entity Uses: Transportation Contact

0470 **Communication Number**—The telephone number including the international code, area code, and extension, if applicable.

Entity Uses: Transportation Contact

0489 **Electronic Mail Address Type**—The type of electronic mail (email) address listed for an individual or organization.

01 Home/personal
02 Work
99 Other

Entity Uses: Transportation Contact

0490 **Electronic Mail Address**—The electronic mail (email) address of an individual or organization.

Entity Uses: Transportation Contact

Distance/Time Information—Information about the distance and time a student must travel to school.

2170 **Distance From Home To School**—The distance between a student's residence and the school measured according to state or local regulations.

Entity Uses: Student

2180 **Total Distance Transported**—The total round-trip distance the student travels between his or her transfer point or bus stop and school (including the subsequent return trip).

Entity Uses: Student

2190 **Length of Time Transported**—The usual time a student spends in a vehicle when riding from his or her transfer point or bus stop to the school (including the subsequent return trip).

Entity Uses: Student

Vehicle Information—Information about the different types of vehicles used to transport a student.

2200 **Ownership/Type**—The ownership and type of vehicle used for the transportation of students. The designation of school bus ownership is based on ownership of the chassis.

01 Agency-owned school bus—A passenger motor vehicle owned by a local education agency, intermediate unit, or state that is designed or used to carry more than ten passengers in addition to the driver and is likely to be primarily used for transporting students to and from school.

02 Privately-owned school bus—A passenger motor vehicle, not owned by a local educational agency, intermediate unit, or state, which is designed or used to carry more than ten passengers in addition to the driver and is likely to be primarily used for transporting students to and from school.

03 Agency-owned vehicle—A vehicle, other than a school bus, that is owned by a local education agency, intermediate unit, or state and used for the transportation of students.

04 Privately-owned vehicle—A vehicle, other than a school bus, that is not owned by a local educational agency, intermediate unit, or state, used for the transportation of students. This may include a parent's automobile.

05 Publicly-owned vehicle—A vehicle owned by a city or non-education state agency used primarily or exclusively for the transportation of students.

06 Taxi/cab—An automobile that transports individuals for a fee.

07 Local public transportation—Any other transportation that is provided locally for general public use (for which there may be a fee charged), including bus, train, or van transportation.

99 Other

Entity Uses: Transportation Vehicle

0130 † **Identification Number**—A unique number assigned to an individual, organization, or institution by a school, an education agency, a state, or other organization.

Entity Uses: Transportation Vehicle

0140 † **Identification System**—A numbering scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to an individual, institution, or organization.

01 Driver's license number
02 Health record number
03 Medicaid number
04 Migrant number
05 Professional certificate or license number
06 School-assigned number
07 Selective service number
08 Social security administration number
09 College Board/ACT code set of PK-grade 12 institutions
10 Local education agency (LEA) number
11 State education agency (SEA) number
12 U.S. Department of Education, National Center for Education Statistics (NCES) number
13 Other organization number (e.g., Roman Catholic Diocese or association number)
14 Prior incorrect social security administration number
15 U.S. government visa number
16 Personal ID number (used for access into system)
17 Family unit number
99 Other

Entity Uses: Transportation Vehicle

2210 **Route Description**—A description of the route traveled when picking up or returning students before school or after school in delivering them to school, home, or a designated transfer point or bus stop.

Entity Uses: Transportation Vehicle

2220 **Run Description**—A description of the portion of a route during which students are on board a vehicle and actually being transported. A run can be driven more than one time a day. Types of runs may include: kindergarten (a.m.), kindergarten (p.m.), elementary (regular or disabled), secondary (regular or disabled), vocational, special education, field trip, and extended year (more than 180 days) elementary or secondary.

Entity Uses: Transportation Vehicle

2230 **Stop Description**—A designation (often numeric) assigned by the school or agency to identify various stops along a vehicle's route.

Entity Uses: Transportation Vehicle

G. HEALTH CONDITIONS

Section G, Health Conditions, includes information concerning various aspects of a student's current physical condition, health history, evaluations, physical limitations, and health care provider.

Entity Uses:	Student Health Care Provider Health Evaluation

Identifiers—This category includes a student's health record identification number, descriptive measurements of height and weight, and identification of hair and eye colors, and outstanding birthmarks that might be recorded over a period of time.

0130 † **Identification Number**—A unique number assigned to an individual, organization, or institution by a school, an education agency, a state, or other organization.

Entity Uses:	Student Health Care Provider

0140 † **Identification System**—A numbering scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to an individual, institution, or organization.

01 Driver's license number
02 Health record number
03 Medicaid number
04 Migrant number
05 Professional certificate or license number
06 School-assigned number
07 Selective service number
08 Social security administration number
09 College Board/ACT code set of PK-grade 12 institutions
10 Local education agency (LEA) number
11 State education agency (SEA) number
12 U.S. Department of Education, National Center for Education Statistics (NCES) number
13 Other organization number (e.g., Roman Catholic Diocese or association number)
14 Prior incorrect social security administration number
15 U.S. government visa number
16 Personal ID number (used for access into system)
17 Family unit number
99 Other

Entity Uses:	Student Health Care Provider

2240 **Height**—A measurement of an individual from head to sole with shoes removed.

Entity Uses: Student

2250 **Weight**—A measurement of an individual's heaviness (in ordinary clothing with shoes removed) as determined by weighing.

Entity Uses: Student

2260 **Hair Color**—The color that best describes an individual's hair.

01 Black
02 Blonde
03 Brown
04 Gray
05 Red
98 None
99 Other

Entity Uses: Student

2270 **Eye Color**—The color that best describes an individual's eyes.

01 Black
02 Blue
03 Brown
04 Green
05 Hazel
06 Red
07 Violet
99 Other

Entity Uses: Student

2280 **Birthmark**—A mole, mark, or blemish present on the body from birth.

Entity Uses: Student

2290 **Blood Type**—An indication of the group into which an individual's blood is classified with reference to the type of agglutinogen of its corpuscles and its Rh. factor.

Entity Uses: Student

Oral Health—The condition of an individual's mouth or oral cavity; more specifically the condition of the hard tissues (i.e., teeth and jaws) and the soft tissues (i.e., gums, tongue, lips, palate, mouth floor, and inner cheeks). Good oral health denotes the absence of clinically manifested disease or abnormalities of the oral cavity.

2300 **Number of Teeth**—The number of natural teeth present or erupting.

Entity Uses: Student

2310 **Number of Permanent Teeth Lost**—The number of permanent teeth lost naturally or due to extraction or accident.

Entity Uses: Student

2320 **Number of Teeth Decayed**—The number of natural teeth present with obvious decay.

Entity Uses: Student

2330 **Number of Teeth Restored**—The number of natural teeth present that have dental restoration (e.g., by filling and/or capping).

Entity Uses: Student

2340 **Occlusion Condition**—The relationship between the biting surfaces of the upper and lower teeth when they are in contact.

01 Normal occlusion—Upper and lower teeth close together normally.

02 Mild malocclusion—Some upper and/or lower teeth are out of normal alignment.

03 Moderate malocclusion—Most upper and lower teeth do not close together normally.

04 Severe malocclusion—Upper and lower teeth are extensively misaligned. The individual exhibits severe overbite or overjet.

Entity Uses: Student

2350 **Gingival (Gum) Condition**—The condition of the gums according to the extent of deviation from the normal state.

01 Normal—Gums are firm, stippled and appear healthy.

02 Mild deviation—Gums appear inflamed.

03 Moderate deviation—Gums bleed slightly and are enlarged around one or more teeth.

04 Severe deviation—Gums are swollen, bleed readily, and pus is present.

Entity Uses: Student

2360 **Oral Soft Tissue Condition**—The condition of the tongue, lips, palate, floor of mouth, and inner cheeks.

01 Normal—Tissues appear healthy.

02 Mild deviation—Tissues have slight bleeding and/or enlargement.

03 Moderate deviation—Tissues exhibit a lesion of small size (e.g., a cold sore or cold blister) which has persisted for fewer than 10 days.

04 Severe deviation—Tissues exhibit an obvious lesion (e.g., an ulcer or new growth) which has persisted for more than 10 days.

Entity Uses: Student

2370 **Dental Prosthetics**—The description of a placement of artificial teeth and other devices used to replace or correct dental problems.

01 Partial denture—One or more partial dentures, fixed or removable.

02 Full denture—A full upper and/or lower denture (plate).

Entity Uses: Student

2380 **Orthodontic Appliances**—The description of a placement of braces, wires, retainers, or other equipment used to correct abnormally aligned or positioned teeth.

Entity Uses: Student

Maternal and Pre-Natal Condition—The condition as well as the type and extent of medical care received by a student's mother prior to the birth of the student.

2390 **Initial Pre-Natal Visit (Gestational Age)**—The number of months in gestational age at which a woman first had an office visit to a doctor or other qualified medical professional regarding the pregnancy.

Entity Uses: Student

2400 **Total Number of Pre-Natal Visits During Pregnancy**—The total number of times a woman visited a doctor or a qualified medical professional from the time the pregnancy was confirmed until the birth of the child.

Entity Uses: Student

2410 **Total Weight Gain During Pregnancy**—The total number of pounds a pregnant woman gained in weight from the beginning of the pregnancy until the birth of the child.

Entity Uses: Student

Conditions at Birth—Information regarding the health and/or other medical conditions observed or measured at a student's birth.

2420 **Weight at Birth**—The weight of a child at birth in pounds and ounces.

Entity Uses: Student

2430 **Gestational Age at Birth**—The gestational age of a child at birth in number of weeks.

Entity Uses: Student

2440 **Health Condition at Birth**—The description of a child's medical and health condition observed or diagnosed at birth which may indicate the need for further medical care or assessment. Such conditions may include anoxia, premature birth, low birth weight (less than 2500 grams/ 5 pounds 8 ounces), respiratory distress syndrome, and metabolic or central nervous system disorders.

Entity Uses: Student

Health History—A record of an individual's afflictions, conditions, injuries, accidents, treatments, and procedures.

2450 **Diseases, Illnesses, and Other Health Conditions**—An instance in which an individual has contracted a disease, illness or other health condition which might or does affect his or her school performance.

(Note: A list of medical classifications, procedures, and codes can be found in appendix I.)

Entity Uses: Student

2460 **Medical Treatment**—A medical procedure (including surgery) an individual has undergone which might or does affect his or her school performance.

(Note: A list of medical classifications, procedures, and codes can be found in appendix I.)

Entity Uses: Student

2470 **School Health Emergency Action**—An emergency administration of medication, provision of medical procedures, or care for serious injuries (those requiring immediate attention from a health care provider and causing a student to miss more than one-half day of school) a student receives during the hours of school attendance or while he or she is under the guidance and care of school staff members.

Entity Uses: Student

2480 **Injury**—The description of an injury that is sustained that might or does affect an individual's performance.

(Note: A list of medical classifications, procedures, and codes can be found in appendix I.)

Entity Uses: Student

2490 **Substance Abuse**—An instance during which an individual is known to have used licit or illicit drugs (e.g., heroin, amphetamines, barbiturates, prescription drugs, or alcohol) in an amount, frequency, and/or pattern of use that interfered with his or her psychological, physiological, social, and/or academic functioning.

Entity Uses: Student

2500 **Routine Health Care Procedure Required at School**—A non-emergency health care procedure (e.g., catheterization or tracheostomy care for an injury) or medication administered by a qualified school staff member during the hours of school attendance or while he or she is under the guidance and care of school staff members.

(Note: A list of medical classifications, procedures, and codes can be found in appendix I.)

Entity Uses: Student

2510 **Health Condition Progress Report**—A periodic update on a continuing health concern or medical treatment an individual may be experiencing.

Entity Uses: Student

2520 **Health Care History Episode Date**—The month, day, and year of diagnosis, treatment, or update of any health condition an individual may have experienced.

Entity Uses: Student

Medical Evaluations—A record of diagnostic examinations an individual may undergo for identification or evaluation of a medical process or condition.

2530 **Evaluation Sequence**—An indication of the sequence of the evaluation.

01 Initial
02 Review
03 Screening

Entity Uses: Health Evaluation

2540 **Medical Examination Type**—A designation of the specific type of test administered to an individual for the purpose of screening or evaluating a medical condition, process, or impairment.

01 Vision evaluation—An examination used to measure an individual's ability to see.

02 Hearing evaluation—An examination used to measure an individual's ability to perceive sounds.

03 Speech and language evaluation—An assessment conducted to determine if a communication disorder exists, including consideration of etiology, severity, and prognosis.

04 Routine physical examination/screening—An examination used to evaluate an individual's general health condition.

05 Special physical examination—An examination used to diagnose the causes of specific symptoms or problems, including those performed during an emergency.

06 Physical examination for sports participation—An examination used to determine an individual's fitness to participate in sports activities in the physical education program and/or interscholastic athletics. An educational institution, or local or state agency often requires this examination.

99 Other

Entity Uses: Health Evaluation

2550 **Medical Examination Instrument Description/Title**—The description or title of an evaluative instrument (e.g., a specific chart or mechanical device) that has been used to identify or evaluate an individual's health condition (e.g., Snellen Illiterate "E" Test, Snellen Alphabetic Test, Pure Tone Audiometric Test, Speech Discrimination Test-Unaided and Aided, Mantoux Tuberculosis test, or sickle cell anemia blood test).

Entity Uses: Health Evaluation

2560 **Medical Examination Date**—The month, day, and year on which a health evaluation occurred.

Entity Uses: Health Evaluation

2570 **Uncorrected Score/Results**—A qualitative or quantitative description or indicator of an individual's health status, condition, performance, or assessed ability without the assistance of corrective equipment. This is recorded after a medical examination is performed.

Entity Uses: Health Evaluation

2580 **Corrected Score/Results**—A revised qualitative or quantitative description or indicator of an individual's health status, condition, performance, or assessed ability with the assistance of corrective equipment. This is recorded after a medical examination is performed.

Entity Uses: Health Evaluation

2590 **Medical Examination Unit of Measure**—The scale or standard by which the score or results of a medical examination are measured or compared (e.g., fractional notation referring to distance/smallest line read for vision, decibels for hearing loss, or hertz for sound frequency).

Entity Uses: Health Evaluation

2600 **Blood Pressure**—An indication of an individual's blood pressure as measured by a qualified health care provider, usually expressed in terms of systolic pressure relative to diastolic pressure.

Entity Uses: Health Evaluation

2610 **Overall Diagnosis/Interpretation of Vision**—An appraisal of an individual's vision, including consideration of both test results and other factors.

01 No significant impairment—An individual who does not have visual impairment, muscle imbalance, glaucoma, refractive error, amblyopia, or any other condition that adversely affects his or her educational performance or visual acuity.

02 Slight or mild impairment—An individual whose visual acuity measures below normal for his or her age (e.g., below 20/20 on the Snellen scale), or whose vision is impaired in any of its functions, as manifested by imperfect depth perception, faulty muscular action, color blindness, or a limited field of vision (poor peripheral vision or poor central vision). Such impairment, however, is not of the severity as to adversely affect the normal functioning of the individual.

03 Partially seeing—An individual who has severely impaired vision but has sufficient residual vision (with correction) to include the perception of printed materials as a means of learning.

04 Blind—An individual who is sightless or who has such limited vision that he or she must rely on hearing and touch as a chief means of learning.

Entity Uses: Student

2620 **Overall Diagnosis/Interpretation of Hearing**—An appraisal of an individual's hearing, including consideration of both test results and other factors.

01 No significant impairment—An individual who has no hearing loss, or a loss of less than 20 decibels in the better ear.

02 Mild impairment—An individual who has a hearing loss between 21 and 40 decibels in the better ear.

03 Moderate impairment—An individual who has a hearing loss between 41 and 55 decibels in the better ear.

04 Moderate severe impairment—An individual who has a hearing loss between 56 and 70 decibels in the better ear.

05 Severe impairment—An individual who has a hearing loss between 71 and 90 decibels in the better ear.

06 Profound impairment—An individual who has a hearing loss of 91 decibels or more in the better ear.

Entity Uses: Student

2630 **Overall Diagnosis/Interpretation of Speech and Language**—An appraisal of an individual's speech and language, including consideration of both test results and other factors.

01 No significant impairment—The normal range of patterns in speech and language development.

02 Articulation disorder—The atypical production of speech sounds characterized by substitutions, omissions, additions or distortions that may interfere with intelligibility.

03 Fluency disorder—An interruption in the flow of speaking characterized by atypical rate, rhythm, and repetitions in sounds, syllables, words, and phrases. This may accompanied by excessive tension, struggle behavior, and secondary mannerisms.

04 Voice disorder—Abnormal production and/or absences of vocal quality, pitch, loudness, resonance, and/or duration, which are inappropriate for an individual's age and/or sex.

05 Language disorder—Impaired comprehension and/or use of spoken, written, and/or other symbol systems. The disorder may involve the form, content, and/or function language in any combination.

99 Other

Entity Uses: Student

2640 **Service Alternatives**—A professional opinion of an evaluator as to whether corrective or rehabilitative services are required for an individual (e.g., speech therapy) because of his or her condition or impairment.

01 "Normal" development problem—The identified condition is expected to disappear within a reasonable length of time with the normal development of an individual.

02 Special assistance needed—The identified condition is believed to require corrective equipment or services.

Entity Uses: Student

2650 **Corrective Equipment Prescribed**—A description of the corrective equipment (e.g., contact lenses, glasses, or hearing aid) that an individual's condition necessitates.

Entity Uses: Student

2660 **Corrective Equipment Purpose**—A description of the reason for or the prescribed use of corrective equipment.

Entity Uses: Student

2670 **Diagnosis of Causative Factor (Condition)**—An evaluation of the physiological reason for an individual's condition or impairment by a qualified health care provider.

Entity Uses: Student

2680 **Condition Onset Date**—The month, day, and year of the onset of a condition.

Entity Uses: Student

Disabling Conditions—Current health conditions (e.g., orthopedic, neurological, cardiac, or respiratory) that have been identified by a health care provider or other qualified evaluator and may incapacitate an individual in any way.

2690 † **Primary Disability Type**—The major or overriding disability condition that best describes an individual's impairment (e.g., the impairment that is most disabling).

01 Autism—A developmental disability significantly affecting verbal and non-verbal communication and special interaction, generally evident before age three, which adversely affects a child's educational performance. Other characteristics often associated with autism are irregularities and impairments in communication, engagement in repetitive activities and stereotyped movements, resistance to environmental change or charge in daily routines, and unusual responses to sensory experiences. The term does not include children whose educational performance is adversely affected primarily because the children have an emotional disturbance.

02 Deaf-blindness—Concomitant hearing and visual impairments that cause such severe communication and other developmental and educational problems that an individual with deaf-blindness cannot be accommodated in special education programs solely for deaf or blind individuals.

03 Hearing impairment—A hearing impairment, whether permanent or fluctuating, (which would not be considered to be a state of deafness) that adversely affects an individual's educational performance.

04 Mental retardation—A state of significantly below-average general intellectual functioning existing concurrently with deficits in adaptive behavior that is manifested during the developmental period, which adversely affects an individual's educational performance.

05 Multiple disabilities—Concomitant impairments (e.g., mental retardation-blind or mental retardation-orthopedic impairments), the combination of which causes such severed educational problems that an individual cannot be accommodated in special education programs solely for one of the impairments. This term does not include deaf-blindness.

06 Orthopedic impairment—A severe orthopedic impairment which adversely affects an individual's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot or absence of some member), impairments caused by some disease (e.g., poliomyelitis or bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

07 Emotional disturbance—Either: 1) A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects an individual's educational performance:

a. An inability to learn that cannot be explained by intellectual, sensory, or health factors;
b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
c. Inappropriate types of behaviors or feelings under normal circumstances;
d. A general pervasive mood of unhappiness or depression; or
e. A tendency to develop physical symptoms or fears associated with personal or school problems.

or, 2) A schizophrenic individual. This term does not include those who are socially maladjusted unless it is determined that they have a serious emotional disturbance.

08 Specific learning disability—A disorder in one or more of the basic psychological processes involved in understanding or in using language whether spoken or written, which may manifest itself as an imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include individuals who have learning problems which are primarily the result of visual, hearing, or motor disabilities, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage.

09 Speech or language impairment—A communication disorder such as stuttering, impaired articulation, and language or voice impairments which adversely affect an individual's educational performance.

10 Traumatic brain injury—An acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, which adversely affects an individual's educational performance. The term includes open or closed head injuries resulting in impairments in one or more areas including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

11 Visual impairment—A visual impairment which, even with correction, adversely affects an individual's educational performance. The term includes both partially seeing and blind individuals.

12 Other health impairment—A condition that causes limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, and which adversely affects an individual's educational performance.

13 Deafness—A hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

14 Developmental delay—Each state determines the definition of this term to be used by that state. The definition must: 1) specify that a child may be determined to be eligible if the child has a delay in one or more of the following developmental areas: cognitive development, physical development, including vision and hearing, language and speech development, psychosocial development, or self-help skills; 2) designate the levels of functioning, or other criteria, that will be used in determining a child's eligibility as a result of a developmental delay; and 3) describe the procedures the State will use to determine the existence of a developmental delay in each developmental area.

15 Infants and toddlers with disabilities—Individuals from birth through age 2 who need early intervention services because they, 1) are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas:

a. Cognitive development;
b. Physical development, including vision and hearing;
c. Communication development;
d. Social or emotional development;
e. Adaptive development;

or, 2) have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. The term may also include, at a state's discretion, children from birth through age 2 who are at risk of having substantial developmental delays if early intervention services are not provided.

Entity Uses: Student

2691 † **Qualified Individual with Disabilities under Section 504 of the Rehabilitation Act**—The qualified individual is a handicapped person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment. The qualified individual is a person with a disability who meets one of the following conditions: is of an age during which it is mandatory, under state law, to provide such services to persons with disabilities; is of an age during which persons without disabilities are provided such services; *OR* a person for whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA) .

01 Yes
02 No

Entity Uses: Student

2692 † **Qualified Individual with a Disability under the Individuals with Disabilities Education Act (IDEA)**—The qualified individual is a person with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), deaf-blindness, serious emotional disturbance (hereinafter referred to as "emotional disturbance"), orthopedic impairments, autism, traumatic brain injury, multiple disabilities, other health impairments, or specific learning disabilities. In addition, for individuals from birth to age 2 and individuals between the ages of 3 and 9, the qualified individual may be one who is experiencing developmental delays, as defined by the state and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and one who, by reason thereof, needs special education and related services.

01 Yes
02 No

Entity Uses: Student

2693 † **Qualified Individual with Disabilities under the Americans with Disabilities Act**—The qualified individual is an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity.

01 Yes
02 No

Entity Uses: Student

2700 **Disability Level**—The degree of disability as determined by a qualified evaluator (e.g., mild mental retardation, moderate mental retardation, severe mental retardation).

Entity Uses: Student

2710 † **Secondary Disability Type**—A secondary disability condition that is identified with an individual, as distinguished from a primary disability.

(Note: A list of disabilities for data element 2690 "Primary Disability Type" can be used as codes.)

Entity Uses: Student

2700 **Disability Level**—The degree of disability as determined by a qualified evaluator (e.g., mild mental retardation, moderate mental retardation, severe mental retardation).

Entity Uses: Student

2720 † **Tertiary Disability Type**—A tertiary disability condition that is identified with an individual, as distinguished from a primary disability.

(Note: A list of disabilities for data element 2690 "Primary Disability Type" can be used as codes.)

Entity Uses: Student

2700 **Disability Level**—The degree of disability as determined by a qualified evaluator (e.g., mild mental retardation, moderate mental retardation, severe mental retardation).

Entity Uses: Student

Medical Laboratory Tests—Instances in which specific medical laboratory tests are applied to determine the condition or functionality of bodily parts or systems or to identify diseases and abnormalities.

2730 **Blood Test Type**—An instance in which a sample of an individual's blood is withdrawn and examined. Examples of blood tests include phenylketonuria (P.K.U.), serological test for syphilis (S.T.S.), human immunodeficiency virus (H.I.V.), hemoglobin (HGH), hematocrit (HCT), complete blood count (C.B.C.), blood type (Rh. factor), and sickle cell testing.

Entity Uses: Student

2740 **Tuberculosis Test Type**—An instance in which a controlled amount of tuberculin is applied to an individual determine the presence or absence of a tuberculosis infection. Examples of specific procedures include the Mantoux test, the patch test, the tine test, and the Von Pirquet test.

Entity Uses: Student

2750 **Medical Laboratory Procedure Results**—Significant or relevant conclusions drawn by qualified personnel about an individual's medical condition based on information gained from medical laboratory procedures.

Entity Uses: Student

Immunizations—Instances in which an individual is protected or immunized against specific diseases by inoculation or vaccination, or by having previously contracted a disease.

2760 † **Immunization Type**—An indication of the type of immunization that an individual has satisfactorily received.

Entity Uses: Student

2770 **Immunizations Mandated by State Law for Participation**—An indication that an immunization is specifically required by an organization or governing body. Some diseases for which immunizations are most frequently required include: Diphtheria, Hepatitis B, Influenza, Mumps, Pertussis (whooping cough), Poliomyelitis, Rubella (German measles), Rubeola (measles), Small Pox, Tetanus, Tuberculosis (BCG), and Rh. Immune Globulin.

01 Required
02 Not required

Entity Uses: Student

2780 † **Immunization Date**—The month, day, and year on which an individual receives an immunization.

Entity Uses: Student

2790 † **Immunization Status Code**—An indication of circumstances or situations affecting the immunization of a student.

01 First inoculation
02 Second inoculation
03 Third inoculation
04 Fourth inoculation
05 Fifth inoculation
06 Sixth inoculation
07 Seventh inoculation
08 Eighth inoculation
09 Ninth or greater inoculation
10 Medical exemption
11 Personal exemption
12 Religious exemption
13 Already had the disease
99 Other

Entity Uses: Student

Nutrition—Information about an individual's dietary habits, needs, and limitations.

2800 **Special Diet Considerations**—Any regimen of special or limited food and drink intake chosen voluntarily for medical, religious, or personal reasons, or prescribed for health reasons.

Entity Uses: Student

Referrals—The act of directing an individual to a qualified health care provider for medical assistance, health, evaluation, or information.

2810 † **Referral Purpose**—The general reason an individual was referred for examination and assistance.

01 Physical, health, sensory, and related conditions—Instances in which an individual is referred for examination and assistance because of physical, health, sensory, and related problems.

02 School work or for intellectual, social, or emotional reasons—Instances in which an individual is referred for diagnosis, assistance, or guidance with respect to his or her school work or for intellectual, social, or emotional reasons.

Entity Uses: Student

2820 **Referral Cause**—The specific condition or reason indicating that a referral is necessary or advisable (e.g., emotional problems, retarded reading skill development, difficulty with oral communication).

Entity Uses: Student

2830 † **Referral Date**—The month, day, and year on which an individual is referred to a specialized health care provider.

Entity Uses: Student

2840 **Referral Completion Date**—The month, day, and year on which an individual is received, evaluated, and examined by a specialized health care provider as a consequence of a referral.

Entity Uses: Student

2850 **Referral Completion Report**—The nature of action taken by the health care provider to whom the referral was made.

Entity Uses: Student

Limitations on School Activities—The circumstance or situation in which an individual's participation in the regular school program is modified or precluded.

2860 **Limitation Description**—A description of any specific modified activity, including alternative placement (e.g., homebound and special programs) permitted or prescribed for an individual.

Entity Uses: Student

2870 **Limitation Cause**—A description of the reason for imposing or allowing the restriction or limitation on an individual's school activities.

Entity Uses: Student

2880 **Limitation Beginning Date**—The month, day, and year on which an authorized evaluator recommends that the limitation of activity be instituted.

Entity Uses: Student

2890 **Limitation Ending Date**—The month, day, and year on which an authorized evaluator recommends that the limitation of activity be disregarded.

Entity Uses: Student

Health Care Provider—A professional individual with the responsibility to provide any of a variety of health care services to a student.

2900 **Provider Type**—A designation of the occupation of an individual who is responsible for providing a student with health care (e.g., physician, surgeon, nurse, psychiatrist, pharmacist, or midwife).

Entity Uses: Health Care Provider

2910 **Provider Specialty**—A designation of the particular professional discipline in which a health care provider's training and experience is focused (e.g., orthopedic surgery, urology, or psychiatry).

Entity Uses: Health Care Provider

2920 **Provider Authority**—An indication of the relationship of the health care provider to the patient.

01 School provider
02 Personal/family provider
03 Public agency provider
99 Other

Entity Uses: Health Care Provider

2930 **Referral Status**—An indication as to whether the health care provider is acting as a referring provider or a receiving provider.

01 Referring provider
02 Receiving provider

Entity Uses: Health Care Provider

0110 † **Name of Individual**—The full, legally accepted, proper name given to an individual at birth, baptism, or during another naming ceremony, or through legal change (generally used when component parts are not required or requested separately).

Entity Uses: Health Care Provider

0440 **Complete Permanent Address**—The street number and name, apartment/room/suite number, city, county, state, zip code, and country of an individual's or organization's permanent address.

Entity Uses: Health Care Provider

0460 **Communication Status**—An indication of special circumstances which affect communication to an individual, organization, or institution via a telephone (e.g., no telephone connection, no one available to answer the telephone during certain hours).

Entity Uses: Health Care Provider

0461 **Communication Number Type**—The type of communication number listed for an individual or organization.

01 Alternate telephone number
02 Answering service
03 Beeper number
04 Telephone extension
05 Home facsimile number
06 Home phone number
07 Night telephone number
08 Other residential facsimile number
09 Other residential telephone number
10 Appointment phone
11 Personal cellular number
12 Personal phone number
13 Telex number
14 Telemail
15 Voice mail
16 Work cellular number
17 Work facsimile number
18 Work telephone number

Entity Uses: Health Care Provider

0470 **Communication Number**—The telephone number including the international code, area code, and extension, if applicable.

Entity Uses: Health Care Provider

0489 **Electronic Mail Address Type**—The type of electronic mail (email) address listed for an individual or organization.

01 Home/personal
02 Work
99 Other

Entity Uses: Health Care Provider

0490 **Electronic Mail Address**—The electronic mail (email) address of an individual or organization.

Entity Uses: Health Care Provider

0130 † **Identification Number**—A unique number assigned to an individual, organization, or institution by a school, an education agency, a state, or other organization.

Entity Uses: Health Care Provider

0140 † **Identification System**—A numbering scheme that is used for identification and record-keeping purposes by schools, social services, or other agencies to refer to an individual, institution, or organization.

01 Driver's license number
02 Health record number
03 Medicaid number
04 Migrant number
05 Professional certificate or license number
06 School-assigned number
07 Selective service number
08 Social security administration number
09 College Board/ACT code set of PK-grade 12 institutions
10 Local education agency (LEA) number
11 State education agency (SEA) number
12 U.S. Department of Education, National Center for Education Statistics (NCES) number
13 Other organization number (e.g., Roman Catholic Diocese or association number)
14 Prior incorrect social security administration number
15 U.S. government visa number
16 Personal ID number (used for access into system)
17 Family unit number
99 Other

Entity Uses: School

Other Health Information—Information about an individual's medical or health requirements that are not otherwise addressed above.

2940 † **Emergency Factor**—An identification of a physical or medical condition of potential special significance during an emergency treatment.

01 Allergy, aspirin
02 Allergy, insect bite
03 Allergy, iodine
04 Allergy, penicillin
05 Allergy, sulpha
06 Allergy, multiple
07 Asthma
08 Contact lenses worn
09 Diabetes
10 Drug dependency
11 Epilepsy
12 Hearing impaired
13 Heart disease
14 Hemophilia
15 Rheumatic fever
16 Speech impaired
17 Vision impaired

98 None
99 Other

Entity Uses: Student

2950 † **Related Emergency Needs**—Specification of possible or actual emergency care an individual may require.

Entity Uses: Student

2960 **Insurance Coverage**—The nature of insurance covering an individual's hospitalization and other health or medical care.

01 Private insurance coverage
02 Medicaid insurance coverage
03 School insurance coverage
04 No insurance coverage
99 Other

Entity Uses: Student

2970 **Health Care Plan**—The description or title of the health care plan by which the individual is covered.

Entity Uses: Student

2980 **Hospital Preference**—The hospital to which an individual (or his or her parent/guardian) prefers to be taken under emergency conditions.

Entity Uses: Student

2990 **Medical Waiver**—The description of special notation if, for any reason, an individual has been granted a waiver and is not required to submit to certain medical examinations or treatments.

Entity Uses: Student

3000 **Religious Consideration**—A restriction and other considerations for medical treatment because of the doctrines of an individual's religion.

Entity Uses: Student

3010 **Other Special Health Needs, Information, or Instructions**—The description of detailed specific instructions (other than those included above) regarding an individual's medical or dental treatment as directed by the individual or his or her parents/guardian, or health care provider.

Entity Uses: Student

H. SPECIAL PROGRAM PARTICIPATION AND STUDENT SUPPORT SERVICES

Section H, Special Program Participation and Student Support Services, includes information concerning student participation in support, enrichment, and special assistance programs as well as early childhood programs (not limited to special needs populations) available through federal, state, or local agencies, public or private schools, and for-profit, non-profit or other community-based organizations. Services may be instructional or non-instructional in nature and may be provided in school or other-than-school facilities. Also contained in this section is information about student eligibility identification and determination, program modification rationale, types of supplementary programs provided, service delivery, and monitoring efforts.

Entity Uses: Student
Evaluator
Service Provider
Program/Service

Identification Procedure—A description of the procedures used to identify a student as eligible for student support services or special assistance programs in early childhood, elementary or secondary education. These programs supplement regular services offered by a school. Eligibility is based upon characteristics of the status or condition of the student, his or her family, or their community, as mandated by program criteria.

3020 † **Identification Procedure**—The manner by which information about a student's potential need for special services was gathered. This information may suggest, but does not require, that a student receive supplemental services.

01 Education assessment—Use of a test or other assessment method to systematically evaluate a student's knowledge and skills, including language fluency, to determine the academic placement of the student, other than for special education.

02 Health assessment/screening—A comprehensive health evaluation to detect physical conditions that impair or limit a student's functional capacity, other than for special education.

03 Parent/guardian referral—A request by the student's parent/guardian.

04 Physician referral—A professional recommendation or prescription by a qualified medical doctor or personnel.

05 Self-report/survey—Information offered by the student or his or her parent/guardian in response to questions in an interview or on a questionnaire.

06 Special education assessment/evaluation—Programs offered by schools or those available through public or private agencies that administer tests that assess the suspected disabilities, strengths and learning modalities of students who have been referred for special education. These assessments are used to determine appropriate educational placement and to develop an individualized education program (IEP) that will meet the student's special needs. Included are evaluations which measure the student's social-emotional growth; personality characteristics, independent living skills, sensory-motor, language and intellectual functioning; hearing and visual acuity; articulation and fluency; and other factors that have an effect on the student's ability to learn.

07 Teacher referral—The noted observation of facts about student behavior or actions by individuals who instruct the student.

99 Other

Entity Uses: Student

3030 † **Identification Results**—Information gathered by a qualified evaluator about an individual's need for a special program/service.

Entity Uses: Student

0110 † **Name of Individual**—The full, legally accepted, proper name given to an individual at birth, baptism, or during another naming ceremony, or through legal change (generally used when component parts are not required or requested separately).

Entity Uses: Evaluator
Service Provider
Program/Service

2030 **Position**—An individual's title of employment, official status or rank.

Entity Uses: Evaluator
Service Provider
Program/Service

0120 † **Name of Institution**—The full legally or popularly accepted name of an organization (e.g., a school, an association, or a company).

Entity Uses: Evaluator
Service Provider
Program/Service

0440 **Complete Permanent Address**—The street number and name, apartment/room/suite number, city, county, state, zip code, and country of an individual's or organization's permanent address.

Entity Uses: Evaluator
Service Provider
Program/Service

0460 **Communication Status**—An indication of special circumstances which affect communication to an individual, organization, or institution via a telephone (e.g., no telephone connection, no one available to answer the telephone during certain hours).

Entity Uses: Evaluator
Service Provider
Program/Service

0461 **Communication Number Type**—The type of communication number listed for an individual or organization.

01 Alternate telephone number
02 Answering service
03 Beeper number

04 Telephone extension
05 Home facsimile number
06 Home phone number
07 Night telephone number
08 Other residential facsimile number
09 Other residential telephone number
10 Appointment phone
11 Personal cellular number
12 Personal phone number
13 Telex number
14 Telemail
15 Voice mail
16 Work cellular number
17 Work facsimile number
18 Work telephone number

Entity Uses: Evaluator
Service Provider
Program/Service

0470 **Communication Number**—The telephone number including the international code, area code, and extension, if applicable.

Entity Uses: Evaluator
Service Provider
Program/Service

0489 **Electronic Mail Address Type**—The type of electronic mail (email) address listed for an individual or organization.

01 Home/personal
02 Work
99 Other

Entity Uses: Evaluator
Service Provider
Program/Service

0490 **Electronic Mail Address**—The electronic mail (email) address of an individual or organization.

Entity Uses: Evaluator
Service Provider
Program/Service

3040 † **Program Eligibility Indicator**—An indication as to whether an individual is eligible to participate in a special program or receive support services, regardless of whether he or she is actually enrolled and participating. Eligibility is based upon the specific requirements of a given program.

01 Eligible
02 Not eligible

Entity Uses: Program/Service

3050 † **Program Participation Reason**—Identified status or reason that a student needs special or supplemental services.

01 Academic difficulty—An inability to reach or maintain expected educational levels appropriate for the student's age group, measured competence, or grade level.

02 Academic excellence/enrichment—An ability to exceed expected educational levels appropriate for the student's age group, measured competence, or grade level.

03 College admission preparation—A situation in which a student anticipates taking a college admission examination and subsequently participates in a preparation class.

04 Family background—A situation involving the student's family background or preference which requires modification in programs.

05 Language difficulty—A barrier to normal communication in the instructional setting, including an inability to read, speak, write, or understand the instructional language.

06 Health reason—A physical condition or an identified disability that may restrict the student's opportunities for academic success in regular classrooms.

07 Psychological reason—An emotional, attitudinal or behavioral condition which may affect the student's ability to succeed in a regular classroom.

08 Socioeconomic reason—A disadvantaged status, based on a student's socioeconomic background, which may indicate the student's ability to succeed in a regular classroom.

09 Legal reason (i.e., court-specified)—A situation in which the court, for various reasons, specified that the student receive special or supplemental services.

10 Development delay—The student is diagnosed by a certified specialist as experiencing developmental delays and thus requires special or supplemental services.

99 Other

Entity Uses: Program/Service

3060 † **Program Participation Identification Date**—The month, day, and year on which a student is identified as being eligible to participate in special programs or to receive support services.

Entity Uses: Program/Service

Early Childhood Program Participation—Information about a child's care, education, and/or services from birth to enrollment in kindergarten (or first grade if kindergarten is not available). Programs include care, education, and/or services provided by a parent/guardian, by a relative other than a parent/guardian, and by a non-relative. Location, sponsorship, and funding of care, education, and/or services are also addressed.

3070 † **Caregiver/Early Childhood Program Provider**—A description of the individual or institution which provides care, education, and/or services to the child.

01 Parent/guardian care, education, and/or services—Care, education, and/or services provided by one or both of a child's parent/guardians.

02 Relative care, education, and/or services—Care, education, and/or services provided on a regular basis by an individual related to a child, other than a parent/guardian.

03 Non-relative care, education, and/or services—Care, education, and/or services provided by an individual not related to the child such as a babysitter, nanny, au pair, nurse, tutor, therapist, teacher, or other non-relative.

99 Other

Entity Uses: Program/Service

3080 † **Early Childhood Program Setting**—The site or setting in which a child receives his or her early childhood care, education, and/or services.

01 Child's home—Care, education, and/or services provided in the child's home.

02 Home other than the child's—Care, education, and/or services provided in a home other than the child's.

03 Public school—Care, education, and/or services provided in a public school facility regardless of whether the programs are run by the school.

04 Private school or childcare facility—Care, education, and/or services provided in a private school facility regardless of whether the programs are run by a school or a child care facility other than a school.

05 Head Start Center (no matter where offered)—Care, education, and/or services provided in a Head Start Center.

06 Religion-affiliated institution—Care, education, and/or services provided in a religious institution (e.g., church, synagogue, temple, mosque).

07 Business/workplace—Care, education, and/or services provided in an institution that is located at a business or a workplace.

08 Community-based or social services-sponsored center—Care, education, and/or services provided in a community-based or social services-sponsored center.

09 University—Care, education, and/or services provided in a university or other postsecondary educational institution.

10 Hospital or other treatment center—Residential care, education, and/or services provided in a hospital or other treatment center in order to aid children with health problems or other disabilities.

11 Shelter or orphanage—Residential care, education, and/or services provided in a non-treatment setting considered to be a temporary substitute for a family setting. Examples include orphanages, shelters for abused children, disaster shelters, or homeless shelters. These settings do not include homes that may be temporary in themselves but comprise a regular lifestyle. For example, temporary housing for migrant children should be categorized as a "home" location. Programs for homeless children should be categorized under the appropriate definition for the type of program: as "home" if offered in a temporary shelter, as "center-based" if offered in a center or other institution.

99 Other

Entity Uses: Program/Service

3090 **Family Day Care Status**—An indication of the presence of other "non-sibling children" receiving care, education, and/or services with the child.

01 Other non-sibling children present
02 No non-sibling children present

Entity Uses: Program/Service

3100 **Caregiver/Early Childhood Program Description**—The title (or description) which identifies the caregiver or the early childhood programs in which a child participates (e.g., Head Start, University Child Development Center, or Thomas Jefferson Elementary School).

Entity Uses: Program/Service

3110 † **Early Childhood Program Sponsorship**—The type of organizational sponsorship of an early childhood program.

01 Public school sponsored program—Programs that are sponsored by a public school or local education agency.

02 Publicly sponsored program—Programs such as Head Start, Even Start, and Special Education that are sponsored by the federal government as well as programs such as "well baby" classes sponsored by state or local governments (including those programs sponsored by libraries and other agents of local government).

03 Non-profit and not-for-profit privately sponsored program—Programs that are sponsored by churches, charitable associations, private groups, employers, and similar organizations that provide services to children. They include non-profit and not-for-profit programs as specified by state and/or local authorities whether or not user fees are charged. They include tax-exempt and non-tax-exempt organizations as designated by the IRS using IRS rule 501(c)(3).

04 For-profit program—Programs sponsored by individuals or groups that have not been specified by state and/or local authorities as non-profit or not-for-profit organizations. They include tax-exempt and non-tax-exempt organizations as designated by the IRS using IRS rule 501(c)(3). Examples include independent, franchised, and chains of preschools, nursery schools, and day care centers.

Entity Uses: Program/Service

3120 **Early Childhood Program Funding Source**—The primary method by which funds are generated in order to support a program.

01 Sponsor generated—Funding is received primarily from the sponsor.

02 Client tuition/fees—Funding is received primarily from those revenues generated by tuition and/or fees paid for early childhood services.

03 Both sponsor generated and client tuition/fees—Funding is received from both sponsorship and tuition or fees.

99 Other

Entity Uses: Program/Service

3130 **Early Childhood Program Components**—A description of the major purposes and contents of care, education, and/or services provided to an individual (e.g., care and education, medical and dental health, nutritional health, mental health, other health, parent/guardian involvement, social services).

Entity Uses: Program/Service

3131 **Early Childhood Special Education Setting**—The site or setting in which a child receives special education early childhood care, education, and/or services.

01 Special education classroom in child care facility
02 Special education classroom in regular school building
03 Hospital facility, outpatient basis
04 Hospital facility
05 Other community-based setting
06 Special education classroom in trailers or portables outside regular school buildings
07 Facility sponsored by a state agency
08 A center in a facility other than a public or private school, a day care or children's facility, or other public programs such as Head Start
09 Home

Entity Uses: Program/Service

3132 **Early Childhood Program Focus**—An indication as to whether the programs and services provided to a child have a special education focus.

01 Designed for children with developmental delay or disability
02 Designed for typically developing children
03 Designed for children with developmental delay and typically developing children

Entity Uses: Program/Service

Individualized Education Program Information—Information regarding efforts made to develop, implement, and revise an Individualized Education Program (IEP) or other individualized programs for students requiring such services.

3140 † **Individualized Program Type**—A designation of the type of program developed for a student.

01 Individualized education program (IEP)—A written instructional plan for students with disabilities designated as special education students under the Individuals With Disabilities Education Act (IDEA-Part B) which includes: 1) a statement of present levels of educational performance of a child; 2) a statement of annual goals including short-term instructional objectives; 3) a statement of specific education and related services to be provided and the extent to which the child will be able to participate in regular educational programs; 4) a projected date for initiation and anticipated duration of services; and 5) appropriate objectives, criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

02 Individualized learning program (ILP)—An instructional plan tailored for an individual student that serves as a framework for achieving both institutional requirements and personal objectives.

03 Individualized family service program (IFSP)—A written plan for providing early intervention services to a child (and his or her family) eligible under the Individuals With Disabilities Education Act (IDEA-Part C). *)*

99 Other

Entity Uses: Student

3150 † **Individualized Program Date Type**—An indication of the significance of a date to an individualized program.

01 Development date
02 Implementation date
03 Tentative revision date
04 Revision date
99 Other

Entity Uses: Student

3160 † **Individualized Program Date**—The month, day, and year on which the status of an individualized program for a student is significantly altered.

Entity Uses: Student

3170 **Number of Minutes per Week Included**—The number of minutes per week that a student with disabilities is served in a regular classroom with his or her non-disabled peers.

Entity Uses: Student

Special Program and Student Support Service Participation—Information regarding the student's participation in one or more special programs after an identification process has been completed.

3180 † **Special Assistance Program Name**—The name of the services that result specifically from the receipt of federal, state, and local funds or other assistance by the school, the school district, the student, or his or her family, as designated by a grant, act, or public program. Such assistance (e.g., Title 1 funds) is used explicitly for purposes specified by the appropriator. The allocation of funds is usually dependent upon the status or condition of the student and/or his or her family. Eligibility requirements may be based upon such diverse factors as income level, educational achievement, veteran's status, obsolescent occupation, and/or disabilities of individuals within an identifiable population or carefully drawn geographic or political subdivision.

(Note: A partial list of federally-funded educational programs is included in appendix J.)

Entity Uses: Program/Service

3190 **Benefit Type**—Degree and focus of service a student receives as a result of student support or special assistance programs.

01 Direct—Resources and services are specifically provided for, and rendered to, the student.

02 Incidental—Resources and services are provided to the state education agency (SEA), intermediate agency, and/or local education agency (LEA) for programs aimed at designated groups. Usually students identified as needing special assistance are counted in a larger population with the size determining the amount of funding.

03 Both direct and incidental—Resources and services are provided for and rendered to the student both directly and incidentally (e.g., special education).

Entity Uses: Program/Service

3200 † **Program Funding Source**—Ultimate and intermediate providers of funds for a particular program or service.

01 Federal government
02 State government
03 Local government
04 Intermediate agency or government
05 Local administrative unit
06 School
07 Business
08 Community
09 Parent/guardian (tuition/fees)
10 Parent/teacher organizations
11 Individuals (endowments)
12 Foundations and other charitable organizations
13 Religious organizations
14 Parent/guardian's employer
15 Unions
16 Fraternal organizations
17 Insurance
99 Other

Entity Uses: Program/Service

3210 † **Instructional Program Service Type**—Special, modified educational services provided for students who are identified for such services.

01 Bilingual education—Any program of instruction that uses more than one language to teach a content area (e.g., Developmental Bilingual Education (DBE) or two-way bilingual education).

02 Compensatory education for the disadvantaged—Programs which meet the special needs of low-achieving children in poor neighborhoods. Services primarily consist of remedial instruction in basic skills, counseling, and other supplemental non-instructional support.

03 English as a Second Language (ESL)—Programs in which ESL students are placed in regular immersion instruction for most of the school day but receive extra instruction in English for part of the day. This extra help is based on a special curriculum designed to teach English as a second language. The non-English home language may or may not be used in conjunction with ESL instruction.

04 English language development—Programs of language development that go beyond the teaching of basic vocabulary and grammar skills, and are designed to parallel English language instruction for native speakers in content and approach. In such programs, English vocabulary and mechanics are often embedded in engaging content and/or literature.

05 Gifted and talented—Programs that provide special educational opportunities including accelerated promotion through grades and classes and an enriched curriculum for students who are endowed with a high degree of mental ability or who demonstrate unusual physical coordination, creativity, interest, or talent (often in the visual or performing arts).

06 Remedial education—Programs that are designed to develop specific cognitive skills, usually in language arts or mathematics, from a deficient level to one that is appropriate to the educational abilities and aspirations of the student.

07 Special education—Specially designed programs, at no cost to the parent/guardian, that meet the needs of a child with disabilities including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and instructions. The term also includes speech pathology, or any other related service, if the service consists of specially designed instruction at no cost to the parent/guardian and meets the unique needs of a child with disabilities, and is considered "special education" rather than a "related service" under state standards. The term also includes vocational education if it consists of specially designed instruction, at no cost to the parent/guardian, which meets the unique needs of the child.

08 Transitional Bilingual Education (TBE)—Programs in which reading is initially taught in both the students' non-English home language and their second language (English) until their English is proficient enough for them to participate successfully in a regular classroom. Use of the non-English home language is phased out as regular English instruction is gradually phased in.

09 Vocational education—Organized educational programs focusing on the preparation of individuals for paid or unpaid employment, or for a career requiring training other than a baccalaureate or advanced degree.

10 Exam preparation education—A set of classes designed to prepare students for college admissions testing.

99 Other

Entity Uses: Program/Service

3220 † **Student Support Service Type**—Type of related or ancillary services provided to an individual or a group of individuals within the formal educational system or offered by an outside agency which provides non-instructional services to support the general welfare of students. This includes physical and emotional health, the ability to select an appropriate course of study, admission to appropriate educational programs, and the ability to adjust to and remain in school through the completion of programs. In serving a student with an identified disability, related services include developmental, corrective, or supportive services required to ensure that the individual benefits from special education.

01 Adaptive physical education—Programs designed to foster the development of the following physical activities: physical and motor fitness; fundamental motor skills and patterns; skills in aquatics and dance, including individual and group games; and sports (including intramural and lifetime sports). This term also includes special physical education, adapted physical education, movement education, and motor development.

02 Art therapy—Programs that enable individuals who have mental, emotional or social problems to achieve self-expression and emotional release by communicating their emotions and conflicts graphically through painting, drawing, sculpting or other art forms. Art therapy can be used as a diagnostic tool or a treatment technique.

03 Assistive technology services—Programs that directly assist an individual with disabilities in the selection, acquisition, or use of an assistive technology device. Such assistance includes: 1) the evaluation of the needs of an individual, including a functional evaluation of the individual in his or her customary environment; 2) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices; 3) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; 4) coordinating and using other therapies, interventions, or services (e.g., those associated with existing education and rehabilitation plans and programs); 5) training and technical assistance for an individual or, if appropriate, an individual's family members; and 6) training or technical assistance for professionals (including those providing early intervention services), employers, or other individuals who are substantially involved in the major life functions of an individual with disabilities.

04 Audiological services—Services that include: 1) identification of individuals with hearing loss; 2) determination of the range, nature, and degree of hearing loss, and communication functions, by use of audiological evaluation procedures; 3) provision of habilitating activities such as language habilitation, auditory training, speech reading (lipreading), hearing evaluation, and speech conservation; 4) creation and administration of programs for prevention of hearing loss; 5) counseling and guidance of students, parent/guardians, and teachers regarding hearing loss; and 6) determination of an individual's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

05 Service coordination (case management services)—Activities carried out by service coordinator to assist and enable an eligible student and his/her family to receive the rights, procedural safeguards, and services that are authorized to provided under the State's early intervention program. The specific activities include: coordinating the performance of evaluations and assessments; facilitating and anticipating in the development, review, and evaluation of individualized family service plans; assisting families in identifying available service providers; coordinating and monitoring the delivery of available services; informing families of the availability of advocacy services; coordinating with medical and health providers; and facilitating the development of a transition plan to preschool services, if appropriate.

06 Children's protective services—Programs that investigate reports of child abuse, neglect, and abandonment, and provide for the temporary placement of a child who, for his or her own protection, has been removed from the custody of his or her parent/guardians. Program staff works with families that are experiencing the problem of child abuse with the objective of facilitating continued family unification or reunification. These programs also provide ongoing support services for children in permanent placement.

07 Early intervention services—A program which provides services that: 1) are designed to meet the developmental needs of each child and family eligible, and are focused on enhancing the child's development; 2) are selected in collaboration with the parent/guardian; 3) are provided under public supervision by qualified personnel, in conformity with an individualized family service plan; 4) are offered at no cost unless subject to federal or state law mandating a system of payments (including a schedule of sliding fees); and 5) meet the standards of the state.

08 Educational therapy—Programs that provide diagnostic and treatment services which combine psychotherapeutic and tutorial techniques for individuals who have learning disabilities such as dyslexia, perceptual problems, emotional problems or other difficulties.

09 Family counseling—Programs that offer therapeutic sessions that focus on the system of relationships and communication patterns between family members and attempt to modify those relationships and patterns to achieve greater harmony. The therapist focuses on the family as a unit rather than concentrating on the member who has been singled out as being in need of treatment.

10 Free-breakfast program—A federally-funded program that provides supplemental nutrition in the form of a free meal at the beginning of the school day for income-eligible students who are unable to pay the full cost. Public, private, and non-profit schools participating in the program are reimbursed for the breakfasts served. (See also option 25, Reduced-price breakfast program.)

11 Free lunch program—A federally-funded program that provides supplemental nutrition in the form of a free meal at noon time for income-eligible students who are unable to pay the full cost. Public, private, and non-profit schools participating in the program are reimbursed for the lunches served. (See also option 26, Reduced-price lunch program.)

12 Guidance counseling—Programs that provide advice and guidance for students who need assistance in choosing courses or areas for major study, preparing for a vocation or further education, or coping with personal or learning problems.

13 Health care—Programs whose primary purpose is to help individuals achieve and maintain physical well-being through the study, prevention, screening, evaluation and treatment of individuals who have illnesses, injuries, or disabilities.

14 Interpretation for the hearing impaired—Services that enable students who have hearing impairments to communicate their needs manually, verbally, or in writing.

15 Mental health counseling—Programs that specialize in the treatment of students who have adjustment or behavior problems, emotional disturbances, personality disorders, incipient illness, and/or other comparable conditions.

16 Music therapy—Programs that use music and music-related activities to help the student maintain mental functioning, to facilitate social and emotional growth, to promote communication, to develop constructive use of leisure time and to improve or maintain motor and perceptual skills. Music can be used as a passive agent as in the case of listening to music to aid in reminiscence, reality orientation or relaxation; or as an active creative process in which the client participates in musical production.

17 Note-taking assistance—Programs that assist students who are unable to make their own record of classes or lectures.

18 Occupational therapy—Services that address the functional needs of an individual relating to adaptive development, adaptive behavior and play, and sensory, motor, and postural development. These services are designed to improve the individual's functional ability to perform tasks in the home, school, and community settings and include: 1) identification assessment and intervention; 2) adaptation of the environment, and selection, design and fabrication of assistive and orthodontic devices to facilitate the development and promote the acquisition of functional skills; and 3) prevention or minimization of the impact of initial or future impairment, delay in development, or loss of functional ability.

19 Orientation and mobility services—Programs that help individuals who are blind or who have visual impairments to develop the fundamental spatial concepts and skills that are necessary for maximum mobility and independent living. Instruction focuses on moving safely and efficiently in the school, home or community environment, and usually includes procedures for street crossings, travel in unfamiliar areas, utilization of public transportation, and appropriate use of aids such as sighted guides or canes.

20 Parenting skills assistance—Programs that offer classes, groups, or other educational opportunities for parents or potential parents who want to acquire the knowledge and skills to be effective in their parenting role.

21 Peer services—Programs that specialize in assisting the student through peer interaction. Such programs include peer counseling, tutoring, and leadership activities.

22 Physical therapy—Services to prevent or alleviate movement dysfunction and related functional problems that include: 1) screening, evaluation, and assessment of children and youth with disabilities to identify movement dysfunction; 2) obtaining, interpreting, and integrating information appropriate to program planning to prevent or alleviate movement dysfunction and related functional problems; and 3) providing individual or group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.

23 Reader service—Programs that provide textbook reading services for individuals who are blind or have visual impairments.

24 Recreation service—Programs that may include: 1) assessment of leisure function; 2) therapeutic recreation services; 3) recreation programs in schools and community agencies; and 4) leisure education.

25 Reduced-price breakfast program—A federally-funded program that provides supplemental nutrition in the form of a reduced cost meal at the beginning of the school day for income-eligible students who are unable to pay the full cost. Public, private, and non-profit schools participating in the program are reimbursed for the breakfasts served. (See also option 10, Free breakfast program.)

26 ***Reduced-price lunch program***—A federally-funded program that provides supplemental nutrition in the form of a reduced cost meal at noon time for income-eligible students who are unable to pay the full cost. Public, private, and non-profit schools participating in the program are reimbursed for the lunches served. (See also option 11, Free lunch program.)

27 ***Rehabilitation counseling services***—Programs that provide a combination of treatment and education services designed to restore maximum functioning, a sense of well-being, and a personally satisfying level of independence in individuals who have temporary or permanent disabilities.

28 ***School clothing***—Programs that pay for or provide new or used clothing to students who have nothing appropriate to wear to school and whose parent/guardians are unable to afford these items at retail prices.

29 ***School health nursing services***—Services provided by a qualified school health nurse or other registered nurse/nurse practitioner.

30 ***Special transportation***—Transportation arrangements provided to students to and from home, school, or other service sites.

31 ***Speech-language therapy***—Individual or group therapy sessions that focus on the remediation of specific communicative or oropharyngeal disorders and delays in the development of communication skills including: 1) speech sounds that are omitted, replaced by substitute sounds, or distorted; 2) voice problems in which pitch, loudness or quality of voice are affected; or 3) stuttering. Therapy includes the identification of individuals with such disorders and developmental delays, including the diagnosis and appraisal of specific disorders and delays in those skills. It also includes referral for medical or other professional services necessary for the habilitation or rehabilitation of individuals with those disorders and developmental delays. Finally, it includes the provision of services for the habilitation, rehabilitation, or prevention of such disorder and developmental delays.

32 ***Study skills assistance***—Programs that provide individual or small group assistance for students who want to improve their study habits, test preparation skills and test-taking techniques.

33 ***Substance abuse education/prevention***—Programs that provide a variety of services including: 1) individual, group, and/or family counseling; 2) knowledge and skill-enhancing activities; and 3) structured groups that focus on family dynamics, problem solving, self-esteem, and/or similar issues. These programs care for students who are at risk of drug abuse. (e.g., those who are currently in an experimental stage (light use), who have family members or peer groups who use alcohol or drugs, or who have behavioral, emotional, or other problems at home, in school, in the community, or with the criminal justice system). Substance abuse education programs also offer presentations about the risks of substance use to students at school and various other community settings.

34 ***Teen/adolescent family planning***—Programs that offer family planning services including pregnancy counseling, birth control, and pregnancy testing which are especially designed to meet the needs and concerns of teenage students who are pregnant or are concerned about becoming pregnant or impregnating.

35 ***Test assistance***—Programs that provide assistance for students with disabilities who need help in reading or writing responses to test items. Examples of such assistance include the administration of untimed tests and the presence of test facilitators for autistic children.

36 Translating/interpreting—Services that allow individuals who can not comprehend or communicate using either the spoken or written word to understand and express themselves (e.g., foreign language translator and sign language interpreter).

37 Tutoring services—Individualized or small group instruction for students who need assistance in learning one or more components of a prescribed curriculum. Tutoring usually supplements a regular school program, and may be provided by peer students, teachers, or other personnel at school, in an individual's home, or at a community agency site.

38 Vision services—Services that include: 1) evaluation and assessment of visual functioning, including the diagnosis and appraisal of specific visual disorders, delays, and disabilities; 2) referrals for medical or other professional services necessary for the habilitation or rehabilitation of visual functioning disorders; and 3) training for communication, orientation and mobility, visual, and independent living skills, and any additional training necessary to activate visual motor abilities.

39 Psychological services—Services that address the psychological needs of the individual through the administering of psychological and developmental tests, and other assessment procedures. They also involve the interpretation of assessment results. In addition, they include obtaining, integrating, and interpreting information about individual behavior, and individual and family conditions related to learning, mental health, and development. Finally, the services also involve the planning and management of a program of psychological services, including psychological counseling for children and parents, family counseling, consultation on child development, parent training, and education programs.

40 Medical services only for diagnostic or evaluation purposes—Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.

41 Family training, counseling, and home visits—Services provided, as appropriate, by social workers, psychologists, and other qualified personnel to assist the family of a child eligible under this part in understanding the special needs of the child and enhancing the child's development.

42 Developmental childcare program—An organized program that provides childcare services on a regular basis for a group of children; the program is directed toward the facilitation of several developmental areas.

43 Nursing service—Services that are provided for the assessment of health status for the purpose of providing nursing care, including the identification of patterns of human response to actual or potential health problems. They also include the provision of nursing care to prevent health problems, restore or improve functioning, and promote optimal health and development. Finally, they involve the administration of medications, treatments, and regimens prescribed by a licensed physician.

44 Nutrition services—Services that conduct individual assessments in nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences. They also develop and monitor appropriate plans to address the nutritional needs of eligible children, and make referrals to appropriate community resources to carry out nutritional programs.

45 Social work services—Services that involve making home visits to evaluate a child's living conditions and patterns of parent-child interaction; preparing a social or emotional developmental assessment of the child within the family context; providing individual and family-group counseling with parents and other family members, and appropriate social skill-building activities with the child and parents; working with those problems in a child's and family's living situation (home, community, and any center where early intervention services are provided) that affect the child's maximum utilization of early intervention services; and identifying, mobilizing, and coordinating community resources and services to enable the child and family to receive maximum benefit from early intervention services.

99 Other

Entity Uses: Program/Service

3230 † **Transitional Support Service Type**—Services that aim to: 1) strengthen and coordinate special programs and related services for individuals with special needs, including students with disabilities, who are currently in school or have recently left school and may benefit from assistance during the transition to postsecondary education, vocational training, competitive employment (including supported employment), continuing education or adult services; 2) stimulate the improvement and development of programs for secondary special education; and/or 3) stimulate the improvement of vocational and life skills to enable students with special needs to be better prepared for transition to adult life and services.

01 Case management services—Programs that develop case plans for the evaluation, treatment and/or care of individuals who, because of age, illness, disability or other difficulties, are unable to arrange for services on their own behalf. The services also assess the individual's needs, coordinate the delivery of services, ensure that services are obtained in accordance with the case plan, and monitor progress to ensure that services are having a desired impact.

02 Communication services—Programs that help participants develop or refine their communication skills, usually by focusing on communication in a particular context (e.g., helping a parent/guardian communicate with a child or helping professionals communicate with their clients). Training may emphasize active listening skills, problem-solving skills, conflict resolution techniques, body language, empathy, sensitivity to the values and/or cultural background of others, genuineness and other facets of the communication process.

03 Community recreational services—Programs that provide equipment and facilities that ensure individuals with special needs can participate in specific recreational activities, games, or sports of their choice, regardless of age.

04 Independent living—Assistance provided to individuals with special needs including those with disabilities: 1) to learn the basic skills of daily living through individual and group counseling and instruction; 2) to experience and practice coping with real or simulated life situational demands; or 3) to use assistive devices, special equipment, or specialized assistants.

05 Mental health services—Programs that provide services to individuals who have been hospitalized for treatment of acute or chronic mental or emotional disturbances, and facilitate their return to the community. The programs also offer psychiatric treatment in a setting that is less restrictive than inpatient hospitalization.

06 Residential services—Programs that provide a therapeutic living environment in community-based residential facilities for individuals with special needs, including those with emotional and/or behavioral problems. Such individuals require a structured, supervised treatment program that may include individual, group, family, and other treatment modalities as appropriate.

07 Supported employment services—Programs that find paid, meaningful work in a variety of integrated settings for individuals who have special needs, including those with developmental disabilities. Services include assigning a "job coach" to work side-by-side with each client, offering advocacy to the employer and other employees, training in basic job skills and work-related behaviors, assisting with specific tasks as needed, and providing initial and ongoing support as required to ensure that the individual retains competitive employment.

08 Technological aids—Structural or sensory aids provided to students with special physical or physiological needs in order to help them to better adapt to everyday work and/or learning environments.

09 Transportation services—Services that provide transportation for individuals, or make arrangements to transport individuals, to and from sites in which they are involved in vocational or life situations.

10 Vocational rehabilitation training and job placement—Programs that provide adaptive vocational training as a method of rehabilitating students with special needs, including those with disabilities. Program support continues beyond the rehabilitation and training phases, and includes job placement services.

99 Other

Entity Uses: Program/Service

3240 **Service Description**—The title (or description) which identifies a particular service that a student receives.

Entity Uses: Program/Service

Special Program/Services Delivery—The prescribed and planned arrangement in which programs/services are provided, including the location, setting, funding, and timing.

3250 **Care/Service Frequency**—The number of days per week that care, education, and/or services are usually provided to an individual.

01 1 days
02 2 days
03 3 days
04 4 days
05 5 days
06 6 days
07 7 days
08 Occasional care (as on an as-needed basis)
09 Not scheduled

Entity Uses: Program/Service

3260 **Care/Service Day Status**—An indication as to whether care, education, and/or services provided to an individual takes place during full-day or part-day sessions.

01 Full-day
02 Part-day
99 Other

Entity Uses: Program/Service

3270 † **Care/Service Intensity**—The average number of hours or portion of hours per week that care, education, and/or services are provided to an individual.

Entity Uses: Program/Service

3280 † **Care/Service Duration**—The average number of weeks per year that care, education, and/or services are provided to an individual.

Entity Uses: Program/Service

3290 † **Care/Service Beginning Date**—The month, day, and year on which an individual first receives program services.

Entity Uses: Program/Service

1280 **Location of Instruction/Service**—An indication as to whether instruction or service takes place at a location within or outside of the school in which the student is enrolled.

01 In-school
02 Other K-12 educational institutions
03 Postsecondary institutions
04 Business
99 Other

Entity Uses: Program/Service

1290 **Location of Instruction/Service Description**—The location at which a student receives instruction or service (e.g., room number, building site, campus designation, or address of a hospital, service center, or community building).

Entity Uses: Program/Service

3300 † **Service Setting**—The setting and circumstance in which a student is served (i.e., the educational placement of the student).

01 Early intervention classroom/center—An organized program of at least one hour in duration provided on a regular basis for a group of children; the program is usually directed toward the facilitation of several developmental areas.

02 Homebound placement instruction—A programs that provides itinerant instructional services for students who are unable to leave their homes to attend regular or special day classes because of non-contagious medical conditions, physical disabilities, or emotional problems. Teleclasses, which use special conference-type telephone equipment to provide instruction, may also be provided for these students.

03 Hospital placement instruction—A programs that provides itinerant instructional services for students who are unable to leave medical treatment facilities to attend regular or special day classes because of non-contagious medical conditions, physical disabilities, or emotional problems. Teleclasses, which use special conference-type telephone equipment to provide instruction, may also be provided for these students.

04 Regular school campus/regular class placement—A regular elementary or secondary school class in which students with and without special needs are served (e.g., children and youth with disabilities are mainstreamed). This may include, for example, children with disabilities placed in: 1) regular classes which provide special education/related services within the classes; 2) regular classes which provide special education/related services outside the classes; or 3) regular classes with special education/related services provided in a resource room.

05 Outpatient service facility—Health center, clinic, department within a hospital, or another facility that provides walk-in, walk-out diagnostic and treatment services for individuals whose care does not require confinement or a hospital stay.

06 Private residential placement—A residential facility not under federal, state, or local supervision or control that provides long- or short-term treatment and services, including special education and related services to children with and without disabilities.

07 Private separate day school placement—A nonresidential facility (e.g., a special education school building) not under federal, state, or local supervision or control in which children with special needs receive special education and/or other services.

08 Public residential placement—A residential facility under federal, state, or local supervision or control that provides long- or short-term treatment, including special education and related services to children with and without disabilities.

09 Public separate day school placement—A nonresidential facility (e.g., a special education school building) under federal, state, or local supervision or control in which children with special needs receive special education and/or other services.

10 Resource room placement (pullout program)—A classroom that is not a regular classroom in which children with special needs receive special education and/or other services. This may include children placed in resource rooms that provide special education/related services, or resource rooms with part-time instruction in a regular class.

11 Separate class placement—A classroom in which children with special needs receive special education and/or other services outside of the regular classroom. This includes only children educated on a regular campus. It does not include students who receive education programs in public or private separate day or residential facilities. It may include: self-contained special classrooms with part-time instruction in a regular class, or self-contained special classrooms with full-time instruction on a regular school campus.

12 Short-term detention facility—A correctional facility where student offenders with disabilities are placed for a period of temporary custody.

13 Regular nursery school/child care center—A program or service, designed primarily for non-disabled children, regularly attended by a group of children; most of the children in the setting do not have disabilities.

14 Itinerant services outside the home—A program in which preschoolers receive all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period of time (i.e., no more than 3 hours per week). This services may be provided individually or to a small group of children. This may include, but is not limited to: speech instruction up to 3 hours per week in a school, hospital, or other community-based setting.

15 Respite care—A temporary child care service that is short-term and non-medical in nature, provided either in or out of the home, designed to provide temporary relief to the primary caregiver.

167 Residential facility (preschool)—A program in which preschoolers receive all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

17 Reverse mainstream setting—A program in which preschoolers receive all of their special education and related services in educational programs designed primarily for children with disabilities but that include 50 percent or more children without disabilities.

99 Other

Entity Uses: Program/Service

Service Provider—The individual or organization responsible for administering the program/service.

3310 **Service Provider Type**—The qualified individual or licensed organization (if licensing is necessary) responsible for serving the student.

01 Teacher—A professional school staff member responsible for providing learning experiences and care to students during a particular time period or in a given discipline.

02 Health nurse—Certified, licensed, registered nurse or nurse practitioner who provides any of the following services: 1) case finding activities to include health appraisal, screening for developmental maturation/milestones, vision and hearing acuity, speech, dental, deviations, spinal deviations, growth, and nutritional disorders; 2) nursing care procedures that include immunization, medication-monitoring and administration, nursing assessment, and procedures related to the health impaired student's Individual Health Plan (IHP); 3) care coordination and outreach to children who do not otherwise receive preventive health care, follow-ups to assure referral completion, home visits for follow-up planning or home environment assessment, and interim prenatal or family planning and monitoring; 4) patient/student counseling or instruction to include nursing assessment, counseling, and anticipatory guidance to maintain wellness or provide assistance for identified health problems or concerns; 5) emergency care to include emergency care management of a student with chronic or debilitating health impairment, nursing assessment, emergency response treatment, emergency administration of medication and triage, and preventive action plan; and 6) other related services as necessary.

03 Social worker—Certified, licensed, or otherwise qualified professional who provides the following services: 1) preparing a social or developmental history on a student with disabilities; 2) group and individual counseling with a student and his or her family; 3) working with those problems in a student's living situation (home, school, and community) that affect adjustment in school; 4) mobilizing school and community resources in order to enable the student to receive maximum benefit from his or her educational program; and 5) other related services as necessary.

04 Psychologist—Certified, licensed, or otherwise qualified professional who provides the following services: 1) administering psychological and educational tests, and other assessment procedures; 2) interpreting assessment results; 3) obtaining, integrating, and interpreting information about student behavior and conditions relating to learning; 4) consulting with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests, interviews, and behavioral evaluations; 5) planning and managing a program of psychological services, including psychological counseling for students and parents; and 6) other related services as necessary. The individual may also provide intervention services directly to students.

05 Counselor—A staff member responsible for guiding individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.

06 Therapist—An individual who provides services designed to treat disease, illness, or disability.

07 Learning alternative specialist—An individual who specializes in working with students who are most receptive to alternative learning styles.

08 Peer—A fellow student from the same school. Examples of services performed by peers include counseling, tutoring, and mentoring.

09 Parent/Community volunteer—An individual who offers service of his or her own free will without expectation of compensation or reward. Examples of services performed by volunteers include counseling, tutoring, and mentoring.

10 Community-based agency representative—A staff person from a community-based agency (e.g., a library or museum) that provides students with services not normally offered or provided by a school and its staff.

11 Hospital staff—A medical staff person who provides services in a hospital (e.g., a physician, a nurse, or other professional medical staff).

12 Clinic staff—A medical staff person who provides services in a clinic (e.g., a physician, a nurse, or other professional medical staff).

13 Interpreter—A certified, licensed, or otherwise qualified staff member who provides translation between spoken and manual (sign language) communication. Translates spoken material into sign language for hearing impaired students. Interprets sign language of hearing-impaired students into oral language for hearing individuals or others not conversant in sign language.

14 Itinerant teacher—Any teacher who works at multiple instructional sites.

15 Physical education teacher—A school staff member who is certified by the State Education Agency to provide special physical education, adaptive physical education, movement education, or motor development to children and youth with disabilities.

16 Physical therapist—A certified, licensed, or otherwise qualified professional who provides the following services: screening, evaluation, and assessment of children to identify movement dysfunction; obtaining, interpreting, and integrating information appropriate to program planning, to prevent or alleviate movement dysfunction and related functional problems; and providing individual and group services to treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.

17 Other professional staff—A staff member who performs assignments requiring a high degree of knowledge and skills usually acquired through at least a baccalaureate degree (or its equivalent obtained through special study and/or experience) but not necessarily requiring skills in the field of education.

18 Other instructional personnel—A staff member, other than special education classroom teacher, who is employed to provide special education instruction to children and youth with disabilities. This includes special education music teachers and special education art teachers. This does not include regular education personnel who work with children and youth with disabilities.

19 Preschool teacher—A certified, licensed, or otherwise qualified teacher who provides special education instruction to a group or class that: is taught during the year or years preceding the first grade; includes children 3 through 5 years old with disabilities; and excludes those providing strictly custodial care, (e.g., non-educational services such as babysitting).

20 Recreation and therapeutic recreation therapist—A certified, licensed, or otherwise qualified professional who provides the following services: assessment of leisure function; therapeutic recreation services; recreation programs in schools and community agencies; and leisure education.

21 Rehabilitation counselor—A certified, licensed, or otherwise qualified professional who provides services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to students with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

22 Specialized food service professional—A person who provides specialized supportive services required to assist in the meal service for children with disabilities. This could include such personnel as a dietician planning students' meals.

23 Specialized health service professional—A professional who provides the following services: 1) "medical services"—services provided by a licensed physician to determine a child's medically related disability condition that results in the child's need for special education and related services; 2) "school health services"—services provided by a qualified nurse or other qualified person.

24 Speech pathologist—A certified, licensed, or otherwise qualified professional who provides the following services: 1) identification of children with speech or language impairments; 2) diagnosis and appraisal of specific speech or language impairments; 3) referral for medical or other professional attention necessary for the habilitation of speech or language impairments; 4) provision of speech and language services for the habilitation or prevention of communicative impairments; and 5) counseling and guidance of parents, children, and teachers regarding speech and language requirements.

25 Teacher aide—A school staff member who assists a teacher with routine activities associated with teaching (e.g., those activities requiring minor decisions regarding students, such as conducting rote exercises, operating equipment, and clerking).

26 Work-study coordinator—A person who plans and conducts special education work-study programs. He or she confers with school and community personnel to impart information about program and to coordinate program functions with related activities.

27 Vocational education teacher—A teacher who is certified, licensed, or otherwise qualified to provide the following special education services: organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

28 Family therapist—A professional who assesses the unique strengths and needs of an infant or toddler referred for Part C services; assesses the resources, priorities, and concerns of the child's family; and identifies services appropriate to the child's needs. Family therapists also provide family training, counseling, and home visits to assist the family of an infant or toddler with disabilities served under Part C in understand the special needs of the child and enhancing the child's development.

29 Orientation and mobility specialist—A professional who assists clients who are blind or have visual impairments to achieve personal adjustment and maximum independence through training in techniques of daily living.

30 Pediatrician—A licensed medical doctor who diagnoses and treats disorders of the human body in children.

31 Physician, other than pediatrician—A licensed medical doctor who diagnoses and treats disorders of the human body other than doctors who diagnose and treat children.

32 Allied health professional—A certified, licensed, or otherwise qualified individual who provides occupational therapy and physical therapy (e.g., occupational therapists and assistants, athletic trainers, and physical therapists and assistants).

33 Music therapist—A certified, licensed, or otherwise qualified professional who provides music therapy, which is the prescribed use of music to effect positive changes in the psychological, physical, cognitive, or social functioning of individuals with health or educational problems.

34 Occupational therapist—A certified, licensed, or otherwise qualified professional who provides the following: 1) improving developing or restoring functions impaired or lost through illness, injury, or deprivation; 2) improving ability to perform tasks for independent functioning when functions are impaired or lost; and 3) preventing through early intervention, initial or further impairment or loss of function.

99 Other

Entity Uses: Service Provider

Monitoring Procedure—A description of the procedures used to monitor the participation and progress of a student enrolled in special programs or student support services that are in place of or in addition to normal services offered by the school.

3320 **Monitoring Method**—The manner by which information about a student's participation and progress was gathered.

01 Counselor report—The noted observation of facts about student behavior or actions by a qualified counselor who has accepted the responsibility of advising or evaluating the student.

02 Home visitation—Evaluation based upon a visit to the student's residence.

03 Interview—A personal conversation convened to receive information.

04 Parent/guardian report—The noted observation of facts about student behavior or actions by the student's parent/guardian.

05 Peer report—The noted observation of facts about student behavior or actions by his or her peers containing information relevant to group counseling.

06 Health care provider report—A professional assessment of the student's condition and progress by a qualified health care provider.

07 Self-report/survey—Information offered by a student or his or her parent/guardian in response to directed questions via a questionnaire or a telephone interview.

08 School health nurse report—A review of the student's school health record and noted results of nursing assessments, Individual Health Plan (IHP), and progress outcomes of activities undertaken by a qualified school health nurse.

09 Social worker report—The noted observation of facts about student behavior or actions by a qualified social worker that has been charged with advising the student.

10 Teacher report—The noted observation of facts about student behavior or actions by school staff members responsible for the instruction of the student.

99 Other

Entity Uses: Program/Service

3330 **Remarks**—Further information or comments about the student's participation and/or progress in early childhood, student support, and/or special assistance programs. This section may include information from submitted reports used to monitor the student.

Entity Uses: Program/Service

Program Exit—Information regarding the termination of a student's program services.

3340 † **Care/Service Ending Date**—The month, day, and year on which an individual last participated in or received program services.

Entity Uses: Program/Service

3350 † **Program Exit Reason**—The documented or assumed reason a student is no longer being served by a special program.

01 Graduated with a high school diploma—The student received a legally recognized document certifying the completion of high school education.

02 Received certificate of completion, modified diploma, or finished IEP requirements—The student received a certificate or diploma, other than a high school diploma, signifying the completion of an individualized education program (IEP) or a secondary education program.

03 Program completed—The student has completed the requirements and/or received all services constituting the program, or the program/service has ceased to be offered.

04 Reached maximum age—The student has reached the upper age mandate for providing special education and related services, or other program/services, as defined by state law, practice, or court order.

05 No longer receiving special education—The student was served in special education during the previous reporting year but at some point during that 12-month period, met the objectives of the IEP or was withdrawn from special education by parent. This student no longer has an IEP and is receiving all educational services from a general education program.

06 Refused services—Despite school recommendation and identified eligibility, the student (or his or her parent or guardian) refused services offered in special program/services.

07 Transferred to another district or school, known to be continuing in program/service—The student has enrolled in another district or school and will continue to participate in the program/service.

08 Transferred to another district or school, not known to be continuing in program/service—The student has enrolled in another district or school, but specific information about his or her program/service participation is not known.

09 Suspended from school—The student has been temporarily dismissed from school, and is precluded from participating in programs.

10 Discontinued schooling, special education only—The student with disabilities was enrolled in school at some point in the reporting year, was not enrolled at the end of the reporting year, and did not exit through any other basis (e.g., graduated with diploma; graduated with certificate; reached maximum age; transferred, known to be continuing; transferred, not known to be continuing; or died). This term includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

11 Discontinued schooling, not special education—The student (who was participating in a program other than special education) was enrolled in school at some point in the reporting year, but was not enrolled at the end of the reporting year, and did not exit through any other basis (e.g., graduated with diploma, graduated with certificate; reached maximum age; transferred, known to be continuing; transferred, not known to be continuing; or died).

12 Died—The student's name has been removed from school membership rolls because of his or her death.

13 Expulsion—An action, taken by school authorities, compels the student to withdraw from school for reasons such as extreme behavior, chronic absenteeism and/or tardiness, incorrigibility, or unsatisfactory achievement or progress in school work.

14 Program discontinued—The program has ceased to be offered.

15 Completion of IFSP prior to reaching maximum age for Part C—The child has not yet reached maximum age for Part C, has completed his or her IFSP, and no longer requires services under IDEA, Part C.

16 Eligible for IDEA, Part B—The student is eligible to participate in the programs created by IDEA, Part B.

17 Not eligible for Part B, exit with referrals to other programs—The child reached maximum age for Part C, was determined not eligible for Part B, and was referred to other programs, which may include preschool learning centers and child care centers, and/or was referred for other services, which may include health and nutrition services, such as WIC.

18 Not eligible for Part B, exit without referrals to other programs—The child reached maximum age for Part C and was determined not eligible for Part B services.

19 Part B eligibility not determined—The child exited Part C services but Part B eligibility has not been made. Children who were referred for Part B evaluation, but for whom the eligibility determination has not been made or reported are included. This category also includes children for whom parents did not consent to transition planning.

20 Moved out of state—The student with disabilities moved out of state during the reporting period. (This does not include students who moved within state (e.g., from one program to another) if services are known to be continuing.)

21 Withdrawal by a parent (or guardian)—The student's parents (guardians) declined all services after an IFSP was in place, as well as declined to consent to IFSP services and provided written or verbal indication of withdrawal from services.

22 Unknown—It is not known for what reason the student has exited the program. Attempts to contact the parent and/or the child have been unsuccessful.

99 Other

Entity Uses: Program/Service

I. DISCIPLINE

Section I, Discipline, contains information regarding student discipline, including the nature of an offense, type of disciplinary action, dates of disciplinary action, and the individual administering the disciplinary action.

Entity Uses: Student
Disciplinarian

Nature of Offense—Information under this category contains data elements relating to the description and severity of the offense.

3360 † **Incident Type**—An occurrence involving the student's violation of any of the established codes of the school or school district board of education (or civic authorities).

01 Alcohol—The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This would include being intoxicated at school, school-sponsored events and on school-sponsored transportation or substances represented as alcohol. Use should be reported only if students are caught in the act of using, are tested and found positive for use by an officer during/after arrest or are discovered in the course of investigating the incident to have used alcohol.

02 Arson—The unlawful and intentional damage, or attempt to damage, any real or personal property by fire or incendiary device. Firecrackers, fireworks, and trashcan fires would be included in this category if they were contributing factors to a damaging fire. Without a fire, firecrackers and fireworks are included in the Weapons code. This category does not include a simple act of lighting a match.

03 Battery—An actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual. Includes an attack with a weapon or one that causes serious bodily harm to the victim. Battery also includes the actual placement of a bomb or one sent through the mail, regardless of whether the bomb explodes. This category should be used when the attack is very serious, serious enough to warrant calling the police or bringing in security, where the intent is to do bodily harm to someone. Administrators need to consider age and developmentally appropriate behavior before using this category.

04 Breaking and entering/burglary—The unlawful entry into a building or other structure with the intent to commit a crime. This applies to school buildings or activities related to a school function.

05 Disorderly conduct—Any act which substantially disrupts the orderly conduct of a school function or behavior which substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students, staff, or others. If the action results in a more serious incident, report in the more serious incident category. Administrators need to consider age and developmentally appropriate behavior before using this category. Examples include: serious instances of classroom or campus disruption, such as pulling the fire alarm, defiance of authority, disobeying or showing disrespect to others, using obscene or inappropriate language or gestures, and disruptive demonstrations.

06 Drugs, except alcohol—The unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance, or equipment and devices used for preparing or taking drugs or narcotics. Infractions include being under the influence of drugs or substances represented as drugs while in school, on school transportation, or at school-sponsored events. Use should be reported only if students are caught in the act of using, are tested and found positive for use by an officer during/after arrest, or are discovered to have used in the course of investigating the incident. This category includes over-the-counter medications if abused by the student, but does not include tobacco.

07 Fighting—Mutual participation in a fight involving physical violence, where there is no one main offender and no major injury. This does not include verbal confrontations, tussles or other minor confrontations. Administrators need to consider age and developmentally appropriate behavior before using this category.

08 Homicide—Murder and non-negligent manslaughter, including the killing of one human being by another or killing a person through negligence.

09 Kidnapping—The unlawful seizure, transportation and/or detention of a person against his/her will, or of a minor without the consent of his/her custodial parent(s) or legal guardian.

10 Larceny/theft—The unlawful taking, carrying, leading or riding away of property of another person without threat, violence or bodily harm. Included are pocket picking, purse or backpack snatching if left unattended or no force used to take it from owner, theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from a machine or device that is operated or activated by the use of a coin or token and all other types of larcenies. This category includes theft of such things as a car stereo, speakers or hubcaps. The larceny/theft category should be used only when theft is serious enough to warrant calling the police or bringing in security. Administrators need to consider age and developmentally appropriate behavior before using this category. For example, students stealing pencils or paper from each other in elementary grades is a form of malicious or harassing behavior and not larceny because it is not serious and does not warrant calling security in to deal with it.

11 Motor vehicle theft—Theft or attempted theft of a motor vehicle. Examples of motor vehicles include cars, trucks, motorcycles, dune buggies, RVs or anything that is self-propelled.

12 Robbery—The taking of, or attempting to take, anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and larceny is that a threat or battery is involved in a robbery.

13 Sexual battery—Oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object, or attempts forcibly and/or against the person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of temporary or permanent mental incapacity. This category includes rape, fondling which includes touching of private body parts of another person (either through human contact or using an object), indecent liberties, child molestation, and sodomy. These incidents are severe enough to warrant calling in law enforcement. Administrators need to consider age and developmentally appropriate behavior before using this category.

14 Sexual harassment—Any behavior which results in an attempt: 1) To discriminate against a student in any course or program of study in any educational institution, in the evaluation of academic achievement or in providing benefits, privileges, and placement services on the basis of that student's submission to or rejection of sexual advances or requests for sexual favors by administrators, staff, teachers, students, or other school board employees; 2) To create or allow to exist an atmosphere of sexual harassment, defined as deliberate, repeated and unsolicited physical actions, gestures, or verbal or written comments of a sexual nature, when such conduct has the purpose or effect of interfering with a student's academic performance or creating an intimidating, hostile or offensive learning environment. Examples include behaviors such as leering, pinching, grabbing, suggestive comments or jokes, pressure to engage in sexual activity or other behavior as deemed inappropriate by the local or state education agencies.

15 Sex offenses—Sexual intercourse, sexual contact or other unlawful behavior or conduct intended to result in sexual gratification without force or threat of force and where the victim is capable of giving consent. This includes indecent exposure (exposure of private body parts to the sight of another person in a lewd or indecent manner in a public place) and obscenity (conduct which by community standards is deemed to corrupt public morals by its indecency and/or lewdness, such as phone calls or other communication, unlawful manufacture, publishing, selling, buying or possessing materials, such as literature or photographs). Administrators need to consider age and developmentally appropriate behavior before using this category. An example is entering or downloading pornographic content (words or pictures) onto school computers. This category does not include mooning, kissing, swearing or profanity.

16 Threat/intimidation—Unlawful placement of another person in fear of bodily harm through verbal threats without displaying a weapon or subjecting the person to actual physical attack. Administrators need to consider age and developmentally appropriate behavior before using this category. Examples include a bomb threat, threats made over the telephone, or threats that someone else will beat them up.

17 Tobacco—Where applicable, the possession, use, or distribution or sale of tobacco products on school grounds, at school-sponsored events, on transportation to and from school, or on other school transportation.

18 Trespassing—Entering or remaining on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. This includes students under suspension or expulsion, and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the chief administrator or designee of the facility, campus, or function.

19 Vandalism—The willful and/or malicious destruction, damage or defacement of public or private property, real or person, without the consent of the owner or the person having custody or control of it. This category includes graffiti. Examples include incidents such as destroying school computer records, carving initials or words in desk top or spray painting on walls.

20 Weapons possession—The possession of firearms or other weapons. A firearm is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun. A destructive device is any bomb, grenade, mine, rocket, missile, pipe bomb, or similar device continuing some type of explosive that is designed to explode and is capable of causing bodily harm or property damage. Includes firearms of any kind (operable or inoperable, loaded or unloaded): including but not limited to hand, zip, pistol, rifle, shotgun, starter gun, flare gun.

Other weapons are any object, the possession, use, or intent of which may be to inflict harm upon or to intimidate any person. Included in this category are all types of knives, chains (any not being used for the purpose for which it was normally intended and capable of harming an individual), pipe (any length or metal not being used for the purpose it was normally intended), razor blades or similar instruments with sharp cutting edges, ice picks, dirks, other pointed instruments (including pencils, pens), nunchakus, brass knuckles, Chinese stars, billy clubs, tear gas gun, electrical weapons or device (stun gun), BB or pellet gun, explosives or propellants. Possession of any type of knife (including a pocket or penknife) is included here. Other examples include any type of toy guns if they are authentic replicas or are used in a threatening manner, firecrackers, fireworks, M80's, and mace and pepper gas.

21 Other major offenses—Any major incident resulting in disciplinary action not classified previously, including but not limited to bribery, fraud, embezzlement, forgery, gambling, extortion/blackmail, stolen property, driving under the influence, possession of beepers (where outlawed) or other action not included in any other major incident category. This category also includes possession of school defined contraband, including possession of beepers and/or phones where not allowed.

22 Other state (district) defined offense—Any other district-defined offense not covered by any of the incident types identified in the previous other incident types.

99 Other

Entity Uses: Student

3361 **Convicted Offense**—An indication that the act committed or omitted, as determined in a court of law, is in violation of a law forbidding or commanding specific conduct and for which punishment is imposed.

01 Yes
02 No
03 Unknown

Entity Uses: Student

3370 **Incident Description**—A detailed account of the infraction.

Entity Uses: Student

3380 † **Incident Occurrence Date**—The month, day, and year on which the infraction occurred.

Entity Uses: Student

3390 † **Incident Occurrence Location**—A designation or description of the site at which the infraction took place.

01 On school property—A location within the boundaries of school property.

02 A school-related function outside of school property—Any location beyond school boundaries where the school still has responsibility for the student (e.g., on a field trip or at an interscholastic athletic event).

03 School-sponsored transportation—Any school-sponsored transportation, including bus transportation to and from school and other transportation to and from school-sponsored events; includes bus stops only when the bus is at the stop.

04 Any location other than on school property or at a school-sponsored event—A function held at a non-school facility where appropriate supervision is not provided (e.g., a student in boarding school attending a party off-campus without parental supervision).

99 Other

Entity Uses: Student

3391 **Offense/Incident Occurrence Time**—The time of day when the incident occurred.

Entity Uses: Student

Disciplinary Action—Information in this category relates to the type and extent of disciplinary action taken by authorities.

3400 † **Disciplinary Action Type**—The method of punitive or corrective action taken by the school or court authority to reprimand or rehabilitate a student after an offense is committed.

01 Community service—Service that is done for the community (often measured in hours served). Such service may include clean-up or any other type of work desired by the community.

02 Corporal punishment—An act of physical punishment (e.g., paddling a student).

03 Counseling (mandatory)—The act of requiring a student to participate in counseling services regarding the specific occurrence.

04 Demerit—A mark recorded against a student for poor conduct.

05 Detention—The act of mandating a student to attend supervised sessions during non-instructional hours.

06 Documented warning—An instance in which a student is officially admonished and/or advised about expected future action or conduct.

07 Expulsion—An action, taken by school authorities, compelling a student to withdraw from school for reasons such as extreme misbehavior, chronic absenteeism and/or tardiness, incorrigibility, or unsatisfactory achievement or progress in school work.

08 In-school suspension—The temporary dismissal of a student from classes by duly authorized school personnel in accordance with established regulation, served under supervision during school hours.

09 Letter of apology—The act of mandating that a student submits a formal letter of apology for an offense committed. Such an apology may remove the offense from the student's record.

10 Out-of-school suspension—The temporary dismissal of a student from classes by duly authorized school personnel in accordance with established regulation, served outside of school.

11 Physical activity—An action taken by school officials, as part of a disciplinary process, that forces a student to participate in a physical activity (e.g., running laps or a specified number of push-ups).

12 Privilege restriction—The act of taking away a student's privileges for a designated length of time (e.g., recess or access to the candy machine).

13 Probation—The act of restricting a student from school or school functions with terms and/or guidelines. Release from suspension is given after necessary terms of the action are met (e.g., a specified period of time during which the offense in question is not recommitted).

14 Referral to juvenile justice system—A disciplinary action in which school officials refer a student to the civil juvenile justice system for further action.

15 Reprimand—An action taken by school officials, as part of the disciplinary process, in which a student is rebuked for an offense.

16 Transfer to alternative program—An action taken by school officials, as part of the disciplinary process, that forces a student to enroll in an alternative program.

17 Transfer to institution—The withdrawal of a student from school by mandate of school officials or a court order and subsequent placement of the student into an institution.

18 Unsatisfactory behavior grades—An instance in which a student receives an official appraisal from school personnel that indicates unsatisfactory behavior.

19 Transfer to alternative educational setting—An action taken by school officials, as part of the disciplinary process, which orders a student with an IEP to be placed in an alternative educational setting that is selected so as to enable the child to continue to participate in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP, that will enable the child to meet the goal set out in that IEP.

20 Long-term suspension/expulsion—Those instances in which children with a disability (either under IDEA or under Section 504 only) are removed from their current educational placement for more than 10 consecutive days or a series of removals each of which is less than 10 days but that sum to more than 10 days in a school year for disciplinary offenses other than weapon and drug offenses. Include only out-of-school suspensions.

21 Total cessation of services for a "Section 504 only" student with a disability—Those instances in which a student with a disability and covered under Section 504, but not IDEA, has a long-term suspension or expulsion during which there is a total cessation of educational services for some or all of that period of time covered by the long-term suspension or expulsion.

22 Short-term suspension—Those instances in which children are removed from their current educational placement for less than 10 consecutive days in a school year for disciplinary offenses other than weapon and drug offenses. Include only out-of-school suspensions.

23 Removal by a hearing officer—A hearing officer may order a change in the placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 days if the hearing officer, 1) determines that the public agency has demonstrated by substantial evidence that maintaining the current placement of such child is substantially likely to result in injury to the child or to others; 2) considers the appropriateness of the child's current placement; 3) considers whether the public agency has made reasonable efforts to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services; and 4) determines that the interim alternative educational setting meets the requirements under IDEA.

24 Unilateral removal—Instances in which school personnel order the removal of children from their current educational placement to an appropriate interim alternative educational setting for not more than 45 days, if the children carry a weapon to school or to a school function, knowingly possess or use illegal drugs while at school or a school function, or sell or solicit the sale of a controlled substance while at school or a school function.

99 Other

Entity Uses: Student

3410 **Disciplinary Action Description**—A summary specifying the terms and consequences of a given act of discipline.

Entity Uses: Student

3420 **Disciplinary Action Status**—An indication of the duration of the disciplinary action.

01 Permanent—A disciplinary action that lasts indefinitely.
02 Temporary—A disciplinary action that continues for a fixed amount of time.

Entity Uses: Student

3430 **Disciplinary Action Beginning Date**—The month, day, and year that the disciplinary action begins.

Entity Uses: Student

3440 **Disciplinary Action Ending Date**—For a temporary disciplinary action, the month, day, and year that the action ends.

Entity Uses: Student

0110 + **Name of Individual**—The full, legally accepted, proper name given to an individual at birth, baptism, or during another naming ceremony, or through legal change (generally used when component parts are not required or requested separately).

Entity Uses: Disciplinarian

3450 **Disciplinary Action Authority**—The position of an individual who assumes, or who has been assigned to assume, responsibilities involving the resolution of discipline problems. Tasks may include the administration of punishment, the supervision of detention and in-house suspension, and the coordination of other disciplinary matters.

01 Commandant of cadets—An individual who serves as the chief officer of cadets.

02 Conduct review board—Staff members who analyze the student's actions and decide on the appropriate disciplinary action.

03 Dean—An individual in school administration who is in charge of a special section of students or of the whole student body.

04 Guidance counselor—A staff member who has been assigned specific duties and school time to carry out recognized functions of the guidance and counseling programs.

05 In-house supervision staff—Staff members who supervise in-house suspension activities who are usually trained in psychology and behavior modification.

06 Law enforcement officer—A member of the division of government organized for maintaining law and order and the prevention of and investigation of crime.

07 Peer leader—A student (e.g., a ranking cadet in a military school) who controls discipline in the classroom.

08 Prefect—An individual who oversees students in nonacademic areas which might include discipline.

09 Principal/head—A staff member performing the assigned activities of the administrative head of a school (not school district) who has the major responsibility for the coordination and direction of the activities of the school.

10 Resident/dormitory supervisor—An individual who supervises a dormitory. This individual might be a student.

11 Secretary—A staff member who assists any other school staff with clerical and administrative duties.

12 Security officer/school resource officer—A person hired by the school to provide protection to individuals and safeguard the school facility.

13 School board member—A member of the elected or appointed body in charge of local public schools.

14 Superintendent—The administrative head of a local education agency.

15 Teacher—A professional school staff member responsible for providing learning experiences and care to students during a particular time period or in a given discipline.

16 Teacher's aide—A person who assists a teacher with routine activities associated with teaching. These activities (which may require making minor decisions regarding students) include monitoring, assisting with learning activities, operating equipment, and performing clerical work.

17 Vice Principal—A staff member who assists in the duties assigned to the principal.

99 Other

Entity Uses: Disciplinarian

Chapter 5

APPLICATIONS OF THE HANDBOOK

This handbook is designed to be a tool for promoting the use of standard terminology in describing students and schools and it can be used in numerous ways. Education agencies may use it to identify certain core information that should be collected and reported by schools. The definitions will be especially useful in the development of reporting forms, by helping to ensure that accurate and comparable data are collected. School and school district personnel may use this handbook to help identify what information they would like to keep on individual students for instructional and management decisions. Researchers may use it to identify types of information that could be collected about individual students, and to develop data collection instruments to obtain the information. Individuals writing about the education enterprise could use this handbook to identify vocabulary that is recognizable and acceptable to the field.

A major use of this handbook can be the development of more standardized methods of maintaining administrative data about students. More and more schools, local administrative units, and state education agencies are working together to identify essential pieces of information that should be collected about all students, including special groups such as migrant and special education students. These data are used for simple record-keeping, as well as for performing analytical studies for informed decision-making. Software developers may use this handbook to assist in the development of products that will meet the needs of schools for a variety of purposes.

The selection of data elements for inclusion in a data collection activity must be done with care and sensitivity to confidentiality issues. Data elements should only be selected if they meet identified needs for administrative, instructional, or analytical purposes.

Because so many local, state, and federal education agencies, both public and private, see the utility of automating the collection of individual student data and in the electronic exchange of student records, there is much interest in developing standard formats to promote comparability. This chapter provides one possible design of a student record system using the data terms and entities in chapter 4.

Another possible application of this handbook, and the information in this chapter, is in designing a data collection instrument and determining how data will be translated into a computer format for analysis. Researchers who use these data elements and formats will benefit when they try to compare or combine data sets for further analyses. Federal and other types of data collectors may also ensure greater comparability of data obtained from administrative records systems if their data collection requirements are consistent with how data are maintained. For instance, if field lengths used by data providers and data collectors are consistent, data collectors may be assured that essential data will not be truncated when transferred into administrative record systems.

Proposed Student Data System Application

In the table that follows, data elements are grouped by categories and entities. Again, data elements are the specific bits of data that can be defined and measured. Entities are the people, places, events, objects, or concepts about which data can be collected. For each data element, there is a serial (sequential) number within the section. For example, the first occurrence of **"First Name,"** meaning "first name of student," has a serial number of "A1." When the data element **"First Name"** occurs again, relating to the "parent/guardian," the serial number is "A72." Each number is unique to the occurrence of the data element in conjunction with an entity.

Users of previous Handbook versions should note that the serial numbers may have changed because new data elements have been added.

In the second column, the data element has the entity number to which it refers. Again, the data element can occur with more than one entity. Finally, in the third column, the data element has the sequential data element number that indicates where the data element and definition in chapter 4. Each data element has only one data element number, though it may be used in more than one instance and with different entities. These three numbers provide a unique identification code for each data element in the scheme. In a computer database, these three numbers could identify a "field" or discrete piece of information.

For each data element there also is a "data element type" listed in the fifth column, and a "field length" listed in the sixth column. Using the SPEEDE/ExPRESS format and the formats of many federal data collections (see the Reference List for surveys used), data element types and field lengths were chosen. Field lengths were chosen by identifying for each data element the longest length used in any current federal reporting format or in SPEEDE/ExPRESS. These data element attributes are not meant to be mandatory; they are provided as examples. The state and local education agencies who participated in field tests for this revision were asked to provide input into the appropriateness of these attributes. Hence, the types and field lengths listed reflect an attempt to arrive at "best practice" attributes.

The possible data element types are as follows:

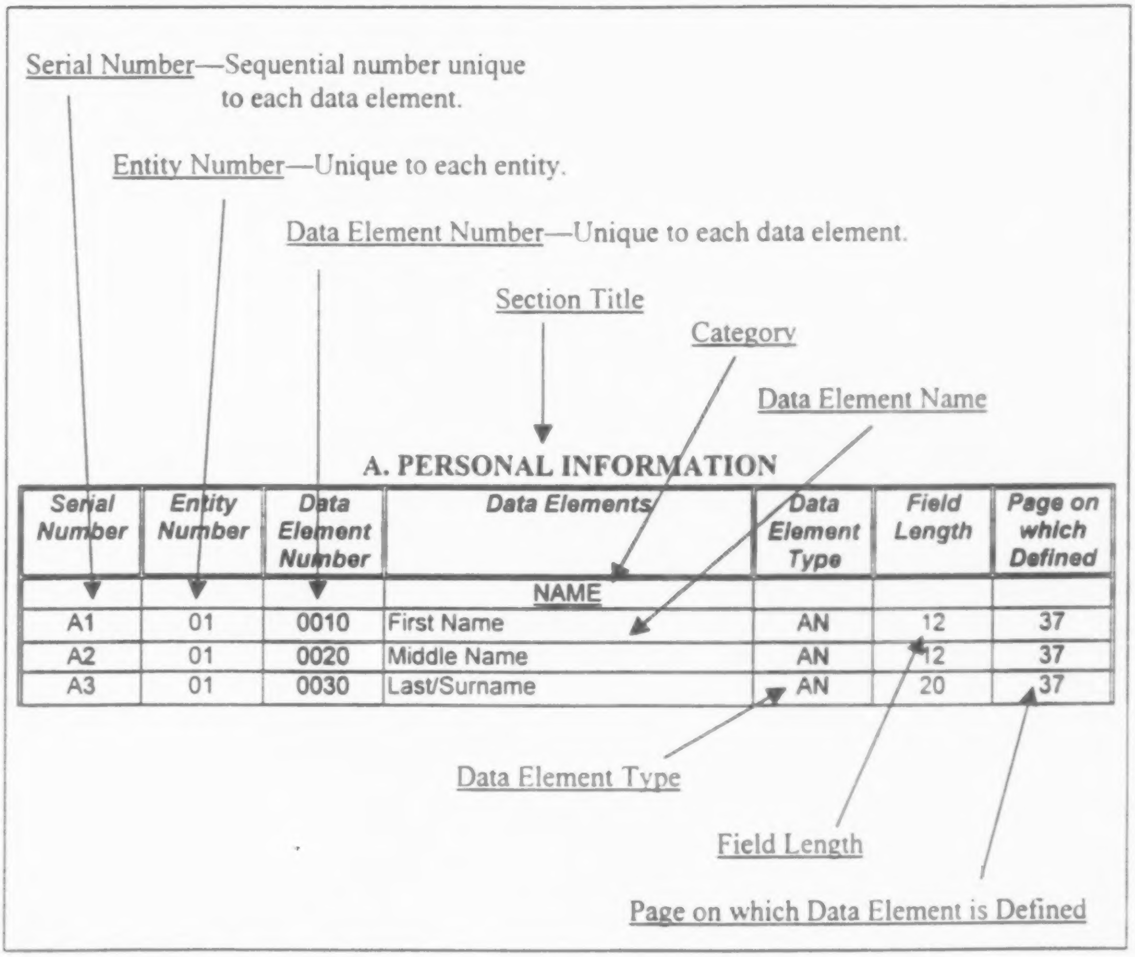
- **Identifier (ID)** - This is a data element that is defined in a code set. A code set is provided for most of the data elements identified as ID.
- **Alpha/Numeric (AN)** - This is a data element for which any value is appropriate, that is, letters and numbers can be used in any combination. Generally, this type is used when no standard code list exists, or where descriptive information is desired.
- **Numeric (N)** - This is a data element that must be a numeric value. These elements can be further broken down by indicating an implied decimal, and the number of places to the right of the decimal.
- **Floating Decimal (R)** - This data element type is a special numeric type. The decimal must be included in the value that appears. If it does not appear, the number is assumed whole and appears at the right of the value.
- **Date (DT)** - This data element type is specifically defined as a date. The format will be given in the definition specified in the data collection instrument.

Only a maximum suggested field length has been included here. In designing a data collection system, a minimum length is also generally specified. Again, these field lengths are illustrative, not mandated. For numeric data elements that could contain a decimal, the number of places to the right of the decimal are included in the field length. Thus data element "**0870 Tuition Payment Amount**" has a field length of 8.2, indicating that there should be a total of *eight* (8) digits with *six* digits to the left of the decimal and *two* digits to the right of the decimal. If the amount included in this data element is rounded to the nearest dollar, then the final two digits will be zeroes.

Following the data element attributes in the seventh column, is the page number where the data element definition may be found in this handbook. At the end of each table, there are notes about particular data elements to assist the user.

Please note that in the table starting on page 182, data elements in conjunction with entities are listed only once. That is, there is only one set of fields for information about an entity, such as a "Parent/Guardian." When designing a database, it is useful to allow for the possible multiple entries or information loops. Multiple entries are those entries where a data element occurs more than once. For instance, within a grading period, there should be multiple entries possible for courses taken. In addition, information is sometimes required for each of the multiple entries, requiring the use of loops. Loops can consist of one or more data elements, repeated as necessary, to fully describe multiple entries. For instance, if a student has more than one parent/guardian, a data system should maintain data about the name, address, sex, and other relevant items about each one.

This handbook attempts to provide a comprehensive list of entities and data elements. There are, however, other possible entities and data elements, and many other possible combinations of entities and data elements, that might be useful in designing a student record system. This application is offered simply as an example of how the included information could be used in a student record system.



Serial Number—Sequential number unique to each data element.

Entity Number—Unique to each entity.

Data Element Number—Unique to each data element.

Section Title

Category

Data Element Name

A. PERSONAL INFORMATION

Serial Number	***Entity Number***	***Data Element Number***	***Data Elements***	***Data Element Type***	***Field Length***	***Page on which Defined***
			NAME			
A1	01	0010	First Name	AN	12	37
A2	01	0020	Middle Name	AN	12	37
A3	01	0030	Last/Surname	AN	20	37

Data Element Type

Field Length

Page on which Data Element is Defined

A. PERSONAL INFORMATION

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined
			NAME			
A1	01	0010	First Name	AN	12	37
A2	01	0020	Middle Name	AN	12	37
A3	01	0030	Last/Surname	AN	20	37
A4	01	0040	Generation Code/Suffix	AN	3	37
A5	01	0050	Personal Title/Prefix	AN	8	37
A6	01	0060	Alias	AN	35	37
A7	01	0070	Former Legal Name	AN	35	38
A8	01	0080	Last/Surname at Birth	AN	20	38
A9	01	0090	Nickname	AN	20	38
A10	01	0100	Tribal or Clan Name	AN	20	38
			BACKGROUND INFORMATION			
A11	01	0130	Identification Number[1]	AN	30	38
A12	01	0140	Identification System	ID	2	38
A13	01	0149	Hispanic or Latino Ethnicity	ID	2	39
A14	01	0150	Race[2]	ID	2	39
A15	01	0160	National/Ethnic Origin Subgroup	AN	60	40
A16	01	0170	Sex	ID	2	40
A17	01	0180	Birthdate	DT	8	40
A18	01	0190	Birthdate Verification	ID	2	40
A19	01	0200	City of Birth	AN	30	41
A20	01	0210	County of Birth	AN	16	41
A21	01	0220	State of Birth	ID	2	41
A22	01	0230	Country of Birth Code	ID	4	41
A23	01	0231	Name of Country of Birth	AN	30	41
A24	01	0232	Born Outside of the United States	ID	2	42
A25	01	0240	First Entry Date (into the United States)	DT	8	42
A26	01	0250	Citizenship Status	ID	2	42
A27	01	0260	Country of Citizenship[2]	ID	4	42
A28	01	0270	English Proficiency	ID	2	42
A29	01	0280	Language Type[3]	ID	2	43
A30	01	0290	Language Code	ID	4	43
A31	01	0291	Name of Language	AN	20	43
A32	01	0292	Languages Other Than English	ID	2	43
A33	01	0300	Religious Background	ID	2	43
A34	01	0310	Minor/Adult Status	ID	2	44
A35	01	0315	Homelessness Status	ID	2	44
A36	01	0320	Migratory Status	ID	2	45
A37	01	0330	Migrant Classification Subgroup	ID	2	45

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined
A38	01	0340	Migrant National Certificate of Eligibility (COE) Status	ID	2	45
A39	01	0350	Migrant Residency Date	DT	8	45
A40	01	0360	Migrant Last Qualifying Move (LQM) Date	DT	8	45
A41	01	0361	Migrant Qualifying Arrival Date (QAD)	DT	8	46
A42	01	0362	Migrant to Join Date	DT	8	46
			ADDRESS/CONTACT INFORMATION			
A43	01	0369	Address Type	ID	2	46
A44	01	0370	Street Number/Name	AN	35	46
A45	01	0380	Apartment Room/Suite Number	AN	10	46
A46	01	0390	City	AN	30	46
A47	01	0400	County	AN	16	47
A48	01	0410	State	ID	2	47
A49	01	0420	Zip Code	AN	10	47
A50	01	0430	Country	ID	4	47
A51	01	0440	Complete Permanent Address[4]	AN	60	47
A52	01	0460	Communication Status	AN	60	47
A53	01	0461	Communication Number Type	ID	2	47
A54	01	0470	Communication Number	AN	25	48
A55	01	0489	Electronic Mail Address Type	ID	2	48
A56	01	0490	Electronic Mail Address	AN	30	48
A57	01	0520	Zone Number	AN	15	48
A58	01	0530	Residence Block Number	AN	15	48
A59	01	0540	Other Geographical Designation	AN	60	49
A60	01	0550	Public School Residence Status	ID	2	49
A61	01	0560	Non-Resident Attendance Rationale	ID	2	49
A62	01	0570	Dwelling Arrangement	ID	2	50
A63	01	0580	Dwelling Ownership	ID	2	51
A64	01	0590	Head of Household	ID	2	51
			FAMILY INFORMATION			
A65	01	0600	Marital Status	ID	2	52
A66	01	0610	Financial Dependency	ID	2	52
A67	01	0620	Number of Dependents	N	2	52
A68	01	0630	Family Income Range	ID	2	52
A69	01	0640	Economic Disadvantage Status	AN	35	53
A70	01	0641	Eligibility for National School Lunch Program[2]	ID	2	53
A71	01	0642	Participation in National School Lunch Program[2]	ID	2	53
A72	01	0650	Family Public Assistance Status	ID	2	53

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined
			PARENT/GUARDIAN			
A73	02	0010	First Name	AN	12	37
A74	02	0020	Middle Name	AN	12	37
A75	02	0030	Last/Surname	AN	20	37
A76	02	0040	Generation Code/Suffix	AN	3	37
A77	02	0050	Personal Title/Prefix	AN	8	37
A78	02	0060	Alias	AN	35	37
A79	02	0070	Former Legal Name	AN	35	38
A80	02	0080	Last/Surname at Birth	AN	20	38
A81	02	0170	Sex	ID	2	40
A82	02	0660	Relationship to Student	ID	2	54
A83	02	0670	Life Status	ID	2	55
A84	02	0600	Marital Status	ID	2	52
A85	02	0160	National/Ethnic Origin Subgroup	AN	60	40
A86	02	0230	Country of Birth Code	ID	4	41
A87	02	0231	Name of Country of Birth	AN	35	41
A88	02	0232	Born Outside of the United States	ID	2	42
A89	02	0280	Language Type[5]	ID	2	43
A90	02	0290	Language Code	ID	4	43
A91	02	0291	Name of Language	AN	20	43
A92	02	0292	Languages Other Than English	ID	2	43
A93	02	0369	Address Type	ID	2	46
A94	02	0370	Street Number/Name	AN	35	46
A95	02	0380	Apartment Room/Suite Number	AN	10	46
A96	02	0390	City	AN	30	46
A97	02	0400	County	AN	16	47
A98	02	0410	State	ID	2	47
A99	02	0420	Zip Code	AN	10	47
A100	02	0430	Country	ID	4	47
A101	02	0460	Communication Status	AN	60	47
A102	02	0461	Communication Number Type	ID	2	47
A103	02	0470	Communication Number	AN	25	48
A104	02	0489	Electronic Mail Address Type	ID	2	48
A105	02	0490	Electronic Mail Address	AN	30	48
A106	02	0690	Occupation	ID	3	55
A107	02	0700	Employment Status	ID	2	56
A108	02	0710	Employer Type	ID	2	57
A109	02	0720	Highest Level of Education Completed	ID	2	57
			PARENT/GUARDIAN'S EMPLOYER INFORMATION			
A110	03	0120	Name of Institution	AN	60	38
A111	03	0440	Complete Permanent Address[4]	AN	60	47

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined
A112	03	0460	Communication Status	AN	60	47
A113	03	0461	Communication Number Type	ID	2	47
A114	03	0470	Communication Number	AN	25	48
A115	03	0489	Electronic Mail Address Type	ID	2	48
A116	03	0490	Electronic Mail Address	AN	30	48
			SIBLING(S) OR OTHER SCHOOL-AGE CHILDREN LIVING IN STUDENT'S HOUSEHOLD[6]			
A117	04	0110	Name of Individual[7]	AN	45	38
A118	04	0170	Sex	ID	2	40
A119	04	0660	Relationship to Student	ID	2	54
A120	04	0680	School/Local Education Agency Status	ID	2	55
A121	04	0130	Identification Number[8]	AN	30	38
A122	04	0140	Identification System	ID	2	38
A123	04	0180	Birthdate	DT	8	40
A124	04	0610	Financial Dependency	ID	2	52
			RESPONSIBLE ADULT OF STUDENT'S HOUSEHOLD[9]			
A125	05	0110	Name of Individual[7]	AN	45	38
A126	05	0660	Relationship to Student	ID	2	54
			OTHER ADULT LIVING IN STUDENT'S HOUSEHOLD[10]			
A127	06	0110	Name of Individual[7]	AN	45	38
A128	06	0660	Relationship to Student	ID	2	54
			SPONSOR[11]			
A129	07	0110	Name of Individual[7]	AN	45	38
A130	07	0660	Relationship to Student	ID	2	54
A131	07	0440	Complete Permanent Address[3]	AN	60	47
A132	07	0460	Communication Status	AN	60	47
A133	07	0461	Communication Number Type	ID	2	47
A134	07	0470	Communication Number	AN	25	48
A135	07	0489	Electronic Mail Address Type	ID	2	48
A136	07	0490	Electronic Mail Address	AN	30	48
			EMERGENCY CONTACT INFORMATION			
A137	08	0110	Name of Individual[7]	AN	45	38
A138	08	0660	Relationship to Student	ID	2	54
A139	08	0440	Complete Permanent Address[3]	AN	60	47
A140	08	0460	Communication Status	AN	60	47
A141	08	0461	Communication Number Type	ID	2	47
A142	08	0470	Communication Number	AN	25	48
A143	08	0489	Electronic Mail Address Type	ID	2	48
A144	08	0490	Electronic Mail Address	AN	30	48

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[1] Loop A11-12 may be used for multiple entries.

[2] Multiple entries may be necessary. For Data Element 0150 (Race), OMB has not endorsed a set of guidelines for tabulating these data in aggregated reports. In the absence of guidelines for tabulating racial and ethnic data, many Departmental Programs have not yet adopted the new standards. See Appendix L for further detail.

[3] Loop A29-31 may be used for multiple entries.

[4] Free form. This item may be used in lieu of Data Elements 0370, 0380, 0390, 0400, 0410, 0420, and 0430.

[5] Loop A89-91 may be used for multiple entries.

[6] Loop A112-119 may be used for multiple entries.

[7] Free form. This item may be used in lieu of Data Elements 0010, 0020, 0030, and 0040.

[8] Loop A116-117 may be used for multiple entries.

[9] Loop A120-121 may be used for multiple entries.

[10] Loop A122-123 may be used for multiple entries.

[11] Loop A124-129 may be used for multiple entries.

B. ENROLLMENT

Serial Number	*Entity Number*	*Data Element Number*	*Data Elements*	*Data Element Type*	*Field Length*	*Page on which Defined*
			SCHOOL INFORMATION[1]			
B1	09	0730	Enrollment Status	ID	2	58
B2	09	0120	Name of Institution	AN	60	58
B3	09	0370	Street Number/Name	AN	35	58
B4	09	0380	Apartment Room/Suite Number	AN	10	58
B5	09	0390	City	AN	30	58
B6	09	0400	County	AN	16	58
B7	09	0410	State	ID	2	59
B8	09	0420	Zip Code	AN	10	59
B9	09	0430	Country	ID	4	59
B10	09	0460	Communication Status	AN	60	59
B11	09	0461	Communication Number Type	ID	2	59
B12	09	0470	Communication Number	AN	25	59
B13	09	0489	Electronic Mail Address Type	ID	2	60
B14	09	0490	Electronic Mail Address	AN	30	60
B15	09	0130	Identification Number	AN	30	60
B16	09	0140	Identification System	ID	2	60
B17	09	0740	Lowest Grade Level	ID	2	61
B18	09	0750	Highest Grade Level	ID	2	61
B19	09	0760	School Administration	ID	2	61
B20	09	0770	School Type	ID	2	62
B21	10	0120	Name of Institution	AN	60	58
B22	10	0370	Street Number/Name	AN	35	58
B23	10	0380	Apartment Room/Suite Number	AN	10	58
B24	10	0390	City	AN	30	58
B25	10	0400	County	AN	16	58
B26	10	0410	State	ID	2	59
B27	10	0420	Zip Code	AN	10	59
B28	10	0430	Country	ID	4	59
B29	10	0460	Communication Status	AN	60	59
B30	10	0461	Communication Number Type	ID	2	59
B31	10	0470	Communication Number	AN	25	59
B32	10	0489	Electronic Mail Address Type	ID	2	60
B33	10	0490	Electronic Mail Address	AN	30	60
B34	10	0130	Identification Number[2]	AN	30	60
B35	10	0140	Identification System	ID	2	60
			ENTRANCE INFORMATION[3]			
B36	01	0780	Admission Date	DT	8	63
B37	01	0790	Admission Status	ID	2	63
B38	01	0800	Entry Date	DT	8	64
B39	01	0810	Cohort Year	DT	4	64
B40	01	0820	Entry Type	ID	2	64
B41	01	0830	Entry/Grade Level	ID	2	65

Serial Number	***Entity Number***	***Data Element Number***	***Data Elements***	***Data Element Type***	***Field Length***	***Page on which Defined***
B42	01	0840	Full-Time/Part-Time Status	ID	2	66
B43	01	0841	Full-Time Equivalent (FTE) Status	N	3.2	66
B44	01	0850	Day/Evening Status	ID	2	66
B45	01	0860	Boarding Status	ID	2	67
			TUITION AND FEE INFORMATION[4]			
B46	01	0870	Tuition Payment Amount	N	8	67
B47	01	0871	Fee Payment Type[5]	ID	2	67
B48	01	0872	Fee Amount	N	8	67
B49	01	0920	Total Cost of Education to Student[6]	N	8	67
B50	01	0930	Tuition Status	ID	2	67
B51	01	0940	Payment Source[7]	ID	2	68
			FINANCIAL ASSISTANCE[8]			
B52	01	0950	Financial Assistance Qualifier	ID	2	68
B53	01	0960	Financial Assistance Type	ID	2	68
B54	01	0970	Financial Assistance Descriptive Title	AN	60	69
B55	01	0980	Financial Assistance Source	ID	2	69
B56	01	0990	Financial Assistance Amount	N	8	69
			MEMBERSHIP INFORMATION[9]			
B57	01	1000	Number of Days of Membership[10]	N	4.1	69
			ATTENDANCE INFORMATION			
B58	01	1010	Daily Attendance Status	ID	2	70
B59	01	1011	Number of Days in Attendance	N	4.1	70
B60	01	1012	Number of Days Absent	N	4.1	70
B61	01	1013	Number of Tardies	N	3	71
B62	01	1020	Class Attendance Status	ID	2	71
B63	01	1030	Released Time	AN	5	71
			EXIT/WITHDRAWAL INFORMATION[11]			
B64	01	1040	Exit/Withdrawal Date	DT	8	72
B65	01	1050	Exit/Withdrawal Status	ID	2	72
B66	01	1060	Exit/Withdrawal Type	ID	2	72
B67	01	1070	Death Date[12]	DT	8	74
B68	01	1080	Death Cause[11]	AN	35	74
B69	01	1090	Illness Type[13]	ID	6	74
B70	01	1100	Expulsion Cause[14]	AN	60	74
B71	01	1110	Expulsion Return Date[15]	DT	8	74

Serial Number	*Entity Number*	*Data Element Number*	*Data Elements*	*Data Element Type*	*Field Length*	*Page on which Defined*
B72	01	1120	Discontinuing Schooling Reason[16]	ID	2	74
B73	01	1130	Compulsory Attendance Status at Time of Discontinuing Schooling[17]	AN	35	75
B74	01	1140	Residence After Exiting/Withdrawing From School	ID	2	76
B75	01	1150	Information Source	AN	45	76
			NON-ENTRANCE INFORMATION			
B76	01	1160	Reason for Non-Entrance in Local Elementary or Secondary School	ID	2	76

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[1] Loop B1-35 may be used for multiple entries.
[2] Loop B34-35 may be used for multiple entries.
[3] Loop B36-45 may be used for multiple entries.
[4] Loop B46-51 may be used for multiple entries.
[5] Loop B47-48 may be used for multiple entries.
[6] This item may be used in lieu of Data Elements 0870, 0871, 0872, 0890, 0900, and 0910. Information may be kept as a total amount, and/or be broken down to items 0870 through 0910.
[7] Multiple entries may be necessary.
[8] Loop B52-56 may be used for multiple entries.
[9] Loop B57-63 may be used for multiple entries.
[10] Derived from constituent data elements: 0080 Entry Date, 1010 Daily Attendance Status, 1040 Exit/Withdrawal Date.
[11] Loop B64-75 may be used for multiple entries.
[12] Applicable if 1060 17 is selected.
[13] Applicable if 1060 18 is selected.
[14] Applicable if 1060 19 is selected. Multiple entries may be necessary.
[15] Applicable if 1060 19 is selected.
[16] Applicable if 1060 21 is selected. Multiple entries may be necessary.
[17] Applicable if 1060 21 is selected.

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C. SCHOOL PARTICIPATION AND ACTIVITIES

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined
			SESSION INFORMATION[1]			
C1	09	1170	Session Type	ID	2	78
C2	09	1180	Session Beginning Date	DT	8	78
C3	09	1190	Session Ending Date	DT	8	78
C4	09	1200	Total Days in Session	AN	3	79
C5	09	1201	Number of Hours in School Day	N	2	79
C6	09	1011	Number of Days in Attendance	N	4.1	79
C7	09	1012	Number of Days Absent	N	4.1	79
C8	09	1013	Number of Tardies	N	3	79
C9	09	0830	Entry/Grade Level	ID	2	79
C10	11	0110	Name of Individual[2]	AN	45	80
C11	11	0130	Identification Number	AN	30	80
C12	11	0140	Identification System	ID	2	80
C13	12	0110	Name of Individual[2]	AN	45	80
C14	12	0130	Identification Number	AN	30	80
C15	12	0140	Identification System	ID	2	80
			COURSE INFORMATION			
C16	13	1210	Organization	ID	2	81
C17	13	1220	Course Code System	ID	2	81
C18	13	1221	Course Code	AN	30	81
C19	13	1222	Elementary Subject/Course	ID	2	81
C20	13	1230	Instructional Level	ID	2	82
C21	13	1231	State University Course Requirement	ID	2	83
C22	13	1240	Descriptive Title	AN	35	83
C23	13	0250	Period	AN	10	84
C24	13	1260	Time Element	AN	6	84
C25	14	0110	Name of Individual[2]	AN	45	80
C26	14	0130	Identification Number	AN	30	80
C27	14	0140	Identification System	ID	2	80
C28	13	1270	Principal Medium of Instruction	ID	2	84
C29	13	1271	Language of Instruction	AN	10	84
C30	13	1280	Location of Instruction/Service[3]	ID	2	85
C31	13	1290	Location of Instruction/Service Description[3]	AN	30	85
C32	13	1300	Credit Type Offered	ID	2	85
C33	13	1310	Number of Credits Attempted	R	15	86
C34	13	1320	Repeat Identifier	ID	2	86
C35	13	1330	Number of Credits Received	R	15	86
C36	13	1340	Reporting Means	ID	2	86
C37	13	1350	Reporting Method	ID	2	86

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined
C38	13	1360	Grade Assigned	AN	15	87
C39	13	1370	Grade Value Qualifier[4]	ID	3	87
C40	13	1011	Number of Days in Attendance	N	4.1	79
C41	13	1012	Number of Days Absent	N	4.1	79
C42	13	1013	Number of Tardies	N	3	79
			GRADING PERIOD INFORMATION[5]			
C43	09	1380	Grade Period Beginning Date	DT	8	87
C44	09	1390	Grading Period Ending Date	DT	8	87
C45	09	1400	Total Days in Grading Period	AN	3	88
			PERFORMANCE INFORMATION			
C46	01	1410	*Credits Attempted: Given Grading Period[6]	R	4	88
C47	01	1420	*Credits Attempted: Given Session[7]	R	4	88
C48	01	1430	*Credits Attempted: Given School Year[7]	R	4	88
C49	01	1440	*Credits Attempted: Cumulative[7]	R	5	88
C50	01	1450	*Credits Received: Given Grading Period[8]	R	4	88
C51	01	1460	*Credits Received: Given Session[9]	R	4	89
C52	01	1470	*Credits Received: Given School Year[9]	R	4	89
C53	01	1480	*Credits Received: Cumulative[9]	R	5	89
C54	01	1490	*Grade Points Received: Given Grading Period[10]	R	4	89
C55	01	1500	*Grade Points Received: Given Session[10]	R	4	89
C56	01	1510	*Grade Points Received: Given School Year[10]	R	4	89
C57	01	1520	*Grade Points Received: Cumulative[11]	R	5	90
C58	01	1530	*Grade Point Average (GPA): Given Grading Period[12]	R	5	90
C59	01	1540	*Grade Point Average (GPA): Given Session[13]	R	5	90
C60	01	1550	*Grade Point Average (GPA): Given School Year[13]	R	5	90
C61	01	1560	*Grade Point Average (GPA): Cumulative[13]	R	5	90
			PROGRESS INFORMATION			
C62	01	1570	Promotion Type	ID	2	90
C63	01	1580	Non-Promotion Reason[3]	ID	2	91
			HONORS INFORMATION			
C64	01	1590	Honors Information Code[3]	ID	2	92
C65	01	1591	Honors Description	AN	60	93

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined
C66	01	1592	Class Rank	N	5	93
C67	01	1593	Total Number in Class	N	5	93
C68	01	1594	Percentage Ranking	N	3.2	93
			ACTIVITY INFORMATION			
C69	01	1600	Activity Title	AN	35	93
C70	01	1601	Activity Code	ID	3	93
C71	01	1602	Activity Description	AN	60	95
C72	01	1610	Activity Type	ID	2	95
C73	01	1611	Name of Activity Sponsor	AN	35	96
C74	01	1612	Activity Involvement Beginning Date	DT	8	96
C75	01	1613	Activity Involvement Ending Date	DT	8	96
C76	01	1614	Amount of Activity Involved	AN	35	96
C77	01	1590	Honors Information Code[3]	ID	2	96
C78	01	1591	Honors Description	AN	60	97
			GRADUATION INFORMATION			
C79	01	1621	Diploma/Credential Type	ID	2	97
C80	01	1622	Diploma/Credential Award Date	DT	8	98
C81	01	1623	Diploma/Credential Level and Honors	ID	2	98
C82	01	1624	Diploma/Credential Level and Honors Description	AN	35	98
C83	01	1625	Non-Course Graduation Requirement Code	ID	2	98
C84	01	1626	Non-Course Graduation Requirement Date Met	DT	8	98
C85	01	1627	Non-Course Graduation Requirement Scores/Results	AN	60	99
C86	01	1592	Class Rank	N	5	99
C87	01	1593	Total Number in Class	N	5	99
C88	01	1594	Percentage Ranking	N	3.2	99

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[1] Loop C1-88 may be used for multiple entries.

[2] Free form. This item may be used in lieu of Data Elements 0010, 0020, 0030, and 0040.

[3] Multiple entries may be necessary.

[4] A list of codes is available from the Association of American Medical Colleges (AAMC).

[5] C43-45 may be used for multiple entries.

[6] Derived from constituent data elements: 1380 Grading Period Beginning Date, 1390 Grading Period Ending Date, 1240 Descriptive Title, 1300 Credit Type Offered, 1310 Number of Credits Attempted, 1320 Repeat Identifier.

[7] Derived from constituent data elements: 1170 Session Type, 1180 Session Beginning Date, 1190 Session Ending Date, 1240 Descriptive Title, 1300 Credit Type Offered, 1310 Number of Credits Attempted, 1320 Repeat Identifier.

[8] Derived from constituent data elements: 1380 Grading Period Beginning Date, 1390 Grading Period Ending Date, 1240 Descriptive Title, 1300 Credit Type Offered, 1320 Repeat Identifier, 1330 Number of Credits Received.

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[9] Derived from constituent data elements: 1170 Session Type, 1180 Session Beginning Date, 1190 Session Ending Date, 1240 Descriptive Title, 1300 Credit Type Offered, 1320 Repeat Identifier, 1330 Number of Credits Received.

[10] Derived from constituent data elements: 1380 Grading Period Beginning Date, 1390 Grading Period Ending Date, 1240 Descriptive Title, 1300 Credit Type Offered, 1320 Repeat Identifier, 1330 Number of Credits Received, 1360 Grade Assigned, 1370 Grade Value Qualifier.

[11] Derived from constituent data elements: 1170 Session Type, 1180 Session Beginning Date, 1190 Session Ending Date, 1240 Descriptive Title, 1300 Credit Type Offered, 1320 Repeat Identifier, 1330 Number of Credits Received, 1360 Grade Assigned, 1370 Grade Value Qualifier.

[12] Derived from constituent data elements: 1380 Grading Period Beginning Date, 1390 Grading Period Ending Date, 1240 Descriptive Title, 1300 Credit Type Offered, 1310 Number of Credits Attempted, 1320 Repeat Identifier, 1330 Number of Credits Received, 1360 Grade Assigned, 1370 Grade Value Qualifier.

[13] Derived from constituent data elements: 1170 Session Type, 1180 Session Beginning Date, 1190 Session Ending Date, 1240 Descriptive Title, 1300 Credit Type Offered, 1310 Number of Credits Attempted, 1320 Repeat Identifier, 1330 Number of Credits Received, 1360 Grade Assigned, 1370 Grade Value Qualifier.

D. NON-SCHOOL AND POST-SCHOOL EXPERIENCE

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined
			NON-SCHOOL ACTIVITY INFORMATION[1]			
D1	01	1630	Non-School Activity Code	ID	2	100
D2	01	1631	Non-School Activity Description	AN	35	100
D3	01	1632	Non-School Activity Sponsor	AN	35	100
D4	01	1633	Amount of Non-School Activity Involvement	AN	35	100
D5	01	1590	Honors Information Code	ID	2	101
D6	01	1591	Honors Description	AN	60	102
D7	01	1640	Non-School Activity Beginning Date	DT	8	102
D8	01	1650	Non-School Activity Ending Date	DT	8	102
			INSTITUTIONAL/ ORGANIZATIONAL INFORMATION[2]			
D9	03	0120	Name of Institution	AN	60	102
D10	03	0440	Complete Permanent Address[3]	AN	60	102
D11	03	0460	Communication Status	AN	60	102
D12	03	0461	Communication Number Type	ID	2	102
D13	03	0470	Communication Number	AN	25	103
D14	03	0489	Electronic Mail Address Type	ID	2	103
D15	03	0490	Electronic Mail Address	AN	30	103
			WORK EXPERIENCE			
D16	01	1670	In-School/Post-School Employment Status	ID	2	103
D17	01	1680	Experience Type	ID	2	104
D18	01	1690	Work Type	ID	3	104
D19	01	1700	Program of Study Relevance	ID	2	104
D20	01	1710	Employment Permit Number	AN	17	105
D21	01	1720	Employment Permit Certifying Organization	AN	45	105
D22	01	1730	Employment Permit Description	AN	60	105
D23	01	1740	Employment Permit Valid Date	DT	8	105
D24	01	1750	Employment Permit Expiration Date	DT	8	105
D25	01	1760	Employment Start Date	DT	8	105
D26	01	1770	Employment End Date	DT	8	105
D27	01	1780	Number of Hours Worked Per Work Week (Monday-Friday)	N	4	105
D28	01	1790	Number of Hours Worked Per Weekend	N	4	105
D29	01	1800	Employment Recognition[4]	ID	2	105

Serial Number	***Entity Number***	***Data Element Number***	***Data Elements***	***Data Element Type***	***Field Length***	***Page on which Defined***
			POST-SCHOOL EDUCATION/TRAINING[5]			
D30	15	0120	Name of Institution	AN	60	102
D31	15	0440	Complete Permanent Address[3]	AN	60	102
D32	15	0460	Communication Status	AN	60	102
D33	15	0461	Communication Number Type	ID	2	102
D34	15	0470	Communication Number	AN	25	103
D35	15	0489	Electronic Mail Address Type	ID	2	103
D36	15	0490	Electronic Mail Address	AN	30	103
D37	01	1810	Post-School Training or Education Subject Matter	ID	2	106
D38	01	1820	Education Planned	ID	2	107
D39	01	0720	Highest Level of Education Completed	ID	2	107
D40	01	1830	Post-School Recognition	AN	60	108
			OTHER POST-SCHOOL INFORMATION			
D41	01	1840	Career Objectives	ID	3	108
D42	01	1850	Military Service Experience	AN	60	108
D43	01	1860	Voting Status	ID	2	108
D44	01	1870	Other Post-School Accomplishments[5]	AN	60	108

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[1] Loop D1-8 may be used for multiple entries.

[2] Loop D9-29 may be used for multiple entries.

[3] Free form. This item may be used in lieu of Data Elements 0370, 0380, 0390, 0400, 0410, 0420, and 0430.

[4] Multiple entries may be necessary.

[5] Loop D30-40 may be used for multiple entries.

E. ASSESSMENT

Serial Number	*Entity Number*	*Data Element Number*	*Data Elements*	*Data Element Type*	*Field Length*	*Page on which Defined*
			ASSESSMENT INFORMATION[1]			
E1	16	1880	Purpose	ID	2	109
E2	16	1890	Assessment Type	ID	2	110
E3	16	1900	Assessment Title	AN	35	111
E4	16	1910	Assessment Content	AN	35	111
E5	16	1920	Subtest Type	AN	35	111
E6	16	1930	Level (for which Designed)	AN	35	111
E7	16	0130	Identification Number	AN	30	112
E8	16	0140	Identification System[2]	ID	2	112
E9	16	1940	Grade Level when Assessed	AN	35	112
E10	16	1950	Copyright Date	DT	8	112
			ADMINISTRATIVE ISSUES			
E11	16	1959	Non-Participation Reason	ID	2	112
E12	16	1960	Administration Method	ID	2	113
E13	16	1970	Administration Form	ID	2	113
E14	16	1980	Response Form	ID	2	113
E15	16	1990	Administration Language	ID	3	114
E16	16	2000	Special Accommodation	AN	35	114
E17	16	2010	Administration Date	DT	8	114
E18	16	2020	Location	AN	40	114
E19	17	0110	Name of Individual[3]	AN	45	114
E20	17	2030	Position	AN	35	114
			SCORE/RESULTS REPORTING			
E21	16	2040	Assessment Reference Type	ID	2	114
E22	16	2050	Norm Group	ID	2	115
E23	16	2060	Norm Year	DT	4	115
E24	16	2070	Norming Period	AN	35	115
E25	16	2080	Score Range	AN	35	115
E26	16	2090	Reporting Method	ID	2	115
E27	16	2100	Score Results	AN	35	117
E28	16	2110	Score Interpretation Information	AN	60	117
E29	16	2120	Reporting and Documentation	AN	60	117

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[1] Loop E1-29 may be used for multiple entries.

[2] See SPEEDE/ExPRESS for a list of student test codes.

[3] Free form. This term may be used in lieu of Data Elements 0010, 0020, 0030, and 0040.

F. TRANSPORTATION

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined
			TRANSPORTATION INFORMATION			
F1	01	2130	Transportation Status	ID	2	118
F2	01	2140	State Transportation Aid Qualification	ID	2	118
F3	01	2150	Transportation at Public Expense Eligibility	ID	2	119
F4	01	2160	Special Accommodation Requirements	AN	60	119
			TRANSPORTATION CONTACT			
F5	18	0110	Name of Individual[1]	AN	60	119
F6	18	0440	Complete Permanent Address[2]	AN	60	120
F7	18	0460	Communication Status	AN	60	120
F8	18	0461	Communication Number Type	ID	2	120
F9	18	0470	Communication Number	AN	25	120
F10	18	0489	Electronic Mail Address Type	ID	2	120
F11	18	0490	Electronic Mail Address	AN	30	120
			DISTANCE/TIME INFORMATION			
F12	01	2170	Distance from Home to School	N	8	121
F13	01	2180	Total Distance Transported	N	8	121
F14	01	2190	Length of Time Transported	N	8	121
			VEHICLE INFORMATION			
F15	19	2200	Ownership/Type	ID	2	121
F16	19	0130	Identification Number	AN	30	122
F17	19	0140	Identification System	ID	2	122
F18	19	2210	Route Description	AN	60	122
F19	19	2220	Run Description	AN	60	122
F20	19	2230	Stop Description	AN	60	122

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[1] Free form. This item may be used in lieu of Data Elements 0010, 0020, 0030, and 0040.

[2] Free form. This item may be used in lieu of Data Elements 0370, 0380, 0390, 0400, 0410, 0420, and 0430.

G. HEALTH CONDITIONS

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined
			IDENTIFIERS			
G1	01	0130	Identification Number	AN	30	123
G2	01	0140	Identification System	ID	2	123
G3	01	2240	Height	N	5	123
G4	01	2250	Weight	N	5	123
G5	01	2260	Hair Color	ID	2	124
G6	01	2270	Eye Color	ID	2	124
G7	01	2280	Birthmark	AN	35	124
G8	01	2290	Blood Type	AN	5	124
			ORAL HEALTH			
G9	01	2300	Number of Teeth	N	2	124
G10	01	2310	Number of Permanent Teeth Lost	N	2	124
G11	01	2320	Number of Teeth Decayed	N	2	124
G12	01	2330	Number of Teeth Restored	N	2	125
G13	01	2340	Occlusion Condition	ID	2	125
G14	01	2350	Gingival (Gum) Condition	ID	2	125
G15	01	2360	Oral Soft Tissue Condition	ID	2	125
G16	01	2370	Dental Prosthetics	ID	2	125
G17	01	2380	Orthodontic Appliances	AN	35	126
			MATERNAL AND PRE-NATAL CONDITIONS			
G18	01	2390	Initial Pre-Natal Visit (Gestational Age)	N	2	126
G19	01	2400	Total Number of Pre-Natal Visits During Pregnancy	N	2	126
G20	01	2410	Total Weight Gain During Pregnancy	N	3	126
			CONDITIONS AT BIRTH			
G21	01	2420	Weight at Birth	N	5	126
G22	01	2430	Gestational Age at Birth	N	2	126
G23	01	2440	Health Condition at Birth	AN	35	126
			HEALTH HISTORY[1]			
G24	01	2450	Diseases, Illnesses, and Other Health Conditions	ID	6	127
G25	01	2460	Medical Treatment	ID	6	127
G26	01	2470	School Health Emergency Action	AN	6	127
G27	01	2480	Injury	ID	6	127
G28	01	2490	Substance Abuse	AN	60	127
G29	01	2500	Routine Health Care Procedure Required at School[2]	ID	6	127
G30	01	2510	Health Condition Progress Report	AN	60	127
G31	01	2520	Health Care History Episode Date	DT	8	128

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined
			MEDICAL EVALUATIONS[3]			
G32	20	2530	Evaluation Sequence	ID	2	128
G33	20	2540	Medical Examination Type	ID	2	128
G34	20	2550	Medical Examination Instrument Description/Title	AN	35	128
G35	20	2560	Medical Examination Date	DT	8	128
G36	20	2570	Uncorrected Score/Results	AN	35	129
G37	20	2580	Corrected Score/Results	AN	35	129
G38	20	2590	Medical Examination Unit of Measure	AN	12	129
G39	20	2600	Blood Pressure	AN	8	129
G40	01	2610	Overall Diagnosis/Interpretation of Vision	ID	2	129
G41	01	2620	Overall Diagnosis/Interpretation of Hearing	ID	2	129
G42	01	2630	Overall Diagnosis/Interpretation of Speech and Language	ID	2	130
G43	01	2640	Service Alternatives	ID	2	130
G44	01	2650	Corrective Equipment Prescribed	AN	35	130
G45	01	2660	Corrective Equipment Purpose	AN	60	131
G46	01	2670	Diagnosis of Causative Factor (Condition)	AN	60	131
G47	01	2680	Condition Onset Date	DT	8	131
			DISABLING CONDITIONS			
G48	01	2690	Primary Disability Type	ID	2	131
G49	01	2691	Qualified Individual with Disabilities under Section 504 of the Rehabilitation Act	ID	2	133
G50	01	2692	Qualified Individual with Disabilities under the Individuals with Disabilities Education Act	ID	2	133
G51	01	2693	Qualified Individual with Disabilities under the Americans with Disabilities Act	ID	2	134
G52	01	2700	Disability Level	AN	35	134
G53	01	2710	Secondary Disability Type	ID	2	134
G54	01	2700	Disability Level	AN	35	134
G55	01	2720	Tertiary Disability Type	ID	2	134
G56	01	2700	Disability Level	AN	35	134
			MEDICAL LABORATORY TESTS[4]			
G57	01	2730	Blood Test Type	AN	35	134
G58	01	2740	Tuberculosis Test Type	AN	35	135

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined
G59	01	2750	Medical Laboratory Procedure Results	AN	60	135
			IMMUNIZATION			
G60	01	2760	Immunization Type[5]	ID	6	135
G61	01	2770	Immunizations Mandated by State Law for Participation	ID	2	135
G62	01	2780	Immunization Date	DT	8	135
G63	01	2790	Immunization Status Code	ID	2	135
			NUTRITION			
G64	01	2800	Special Diet Considerations	AN	35	136
			REFERRALS[6]			
G65	01	2810	Referral Purpose	ID	2	136
G66	01	2820	Referral Cause	AN	35	136
G67	01	2830	Referral Date	DT	8	136
G68	01	2840	Referral Completion Date	DT	8	136
G69	01	2850	Referral Completion Report	AN	60	136
			LIMITATIONS ON SCHOOL ACTIVITIES[7]			
G70	01	2860	Limitation Description	AN	60	136
G71	01	2870	Limitation Cause	AN	35	137
G72	01	2880	Limitation Beginning Date	DT	8	137
G73	01	2890	Limitation Ending Date	DT	8	137
			HEALTH CARE PROVIDER[8]			
G74	21	2900	Provider Type	AN	35	137
G75	21	2910	Provider Specialty	AN	35	137
G76	21	2920	Provider Authority	ID	2	137
G77	21	2930	Referral Status	ID	2	137
G78	21	0110	Name of Individual[9]	AN	45	137
G79	21	0440	Complete Permanent Address[10]	AN	60	138
G80	21	0460	Communication Status	AN	60	138
G81	21	0461	Communication Number Type	ID	2	138
G82	21	0470	Communication Number	AN	25	138
G83	18	0489	Electronic Mail Address Type	ID	2	138
G84	18	0490	Electronic Mail Address	AN	30	138
G85	21	0130	Identification Number	AN	30	139
G86	21	0140	Identification System	ID	2	139
			OTHER HEALTH INFORMATION			
G87	01	2940	Emergency Factor[11]	ID	2	139
G88	01	2950	Related Emergency Needs[11]	AN	60	140
G89	01	2960	Insurance Coverage[12]	ID	2	140
G90	01	2970	Health Care Plan	AN	35	140
G91	01	2980	Hospital Preference	AN	35	140
G92	01	2990	Medical Waiver	AN	35	140

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined
G93	01	3000	Religious Considerations	AN	35	140
G94	01	3010	Other Special Health Needs, Information, or Instructions	AN	60	140

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[1] Loop G24-31 may be used for multiple entries.
[2] Multiple entries may be necessary.
[3] Loop G32-47 may be used for multiple entries.
[4] Loop G57-59 may be used for multiple entries.
[5] See Appendix I for a list of immunization codes.
[6] Loop G65-69 may be used for multiple entries.
[7] Loop G70-73 may be used for multiple entries.
[8] Loop G74-86 may be used for multiple entries.
[9] Free form. This item may be used in lieu of Data Elements 0010, 0020, 0030, and 0040.
[10] Free form. This item may be used in lieu of Data Elements 0370, 0380, 0390, 0400, 0410, 0420, and 0430.
[11] Multiple entries may be necessary.
[12] Loop G89-90 may be used for multiple entries.

H. SPECIAL PROGRAM PARTICIPATION AND STUDENT SUPPORT SERVICES

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined
			IDENTIFICATION PROCEDURE[1]			
H1	01	3020	Identification Procedure[2]	ID	2	141
H2	01	3030	Identification Results	AN	35	142
H3	17	0110	Name of Individual[3]	AN	45	142
H4	17	2030	Position	AN	35	142
H5	17	0120	Name of Institution	AN	60	142
H6	17	0440	Complete Permanent Address[4]	AN	60	142
H7	17	0460	Communication Status	AN	60	142
H8	17	0461	Communication Number Type	ID	2	142
H9	17	0470	Communication Number	AN	25	143
H10	17	0489	Electronic Mail Address Type	ID	2	143
H11	17	0490	Electronic Mail Address	AN	30	143
H12	22	3040	Program Eligibility Indicator	ID	2	143
H13	22	3050	Program Participation Reason[2]	ID	2	144
H14	22	3060	Program Participation Identification Date	DT	8	144
			EARLY CHILDHOOD PROGRAM PARTICIPATION[5]			
H15	22	3070	Caregiver/Early Childhood Program Provider	ID	2	144
H16	22	3080	Early Childhood Program Setting	ID	2	145
H17	22	3090	Family Day Care Status	ID	2	146
H18	22	3100	Caregiver/Early Childhood Program Description	AN	45	146
H19	22	3110	Early Childhood Program Sponsorship	ID	2	146
H20	22	3120	Early Childhood Program Funding Source[2]	ID	2	146
H21	22	3130	Early Childhood Program Components	AN	35	147
H22	22	3131	Early Childhood Special Education Setting	ID	2	147
H23	22	3132	Early Childhood Program Focus	ID	2	147
			INDIVIDUALIZED EDUCATION PROGRAM INFORMATION[6]			
H24	01	3140	Individualized Program Type	ID	2	147
H25	01	3150	Individualized Program Date Type	ID	2	148
H26	01	3160	Individualized Program Date	DT	8	148
H27	01	3170	Number of Minutes per Week Included	N	4	148

Serial Number	*Entity Number*	*Data Element Number*	*Data Elements*	*Data Element Type*	*Field Length*	*Page on which Defined*
			SPECIAL PROGRAM AND STUDENT SUPPORT SERVICE PARTICIPATION[2]			
H28	22	3180	Special Assistance Program Name	AN	60	148
H29	22	3190	Benefit Type	ID	2	149
H30	22	3200	Program Funding Source[2]	ID	2	149
H31	22	3210	Instructional Program Service Type[2]	ID	2	149
H32	22	3220	Student Support Service Type[2]	ID	2	151
H33	22	3230	Transitional Support Service Type[2]	ID	2	156
H34	22	3240	Service Description	AN	60	157
			SPECIAL PROGRAM/SERVICES DELIVERY			
H35	22	3250	Care/Service Frequency	ID	2	157
H36	22	3260	Care/Service Day Status	ID	2	158
H37	22	3270	Care/Service Intensity	N	4	158
H38	22	3280	Care/Service Duration	N	2	158
H39	22	3290	Care/Service Beginning Date	DT	8	158
H40	22	1280	Location of Instruction/Services	ID	2	158
H41	22	1290	Location of Instruction/Services Description	AN	30	158
H42	22	3300	Service Setting[2]	ID	2	158
			SERVICE PROVIDER[8]			
H43	23	3310	Service Provider Type	ID	2	160
H44	23	0110	Name of Individual[3]	AN	45	142
H45	23	2030	Position	AN	35	142
H46	23	0120	Name of Institution	AN	60	142
H47	23	0440	Complete Permanent Address[4]	AN	60	142
H48	23	0460	Communication Status	AN	60	142
H49	23	0461	Communication Number Type	ID	2	142
H50	23	0470	Communication Number	AN	25	143
H51	23	0489	Electronic Mail Address Type	ID	2	143
H52	23	0490	Electronic Mail Address	AN	30	143
			MONITORING PROCEDURE			
H53	22	3320	Monitoring Method	ID	2	164
H54	22	3330	Remarks	AN	60	164
H55	17	0110	Name of Individual[9]	AN	45	142
H56	17	2030	Position	AN	35	142
H57	17	0120	Name of Institution	AN	60	142
H58	17	0440	Complete Permanent Address[4]	AN	60	142
H59	17	0460	Communication Status	AN	60	142

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined
H60	17	0461	Communication Number Type	ID	2	142
H61	17	0470	Communication Number	AN	25	143
H62	17	0489	Electronic Mail Address Type	ID	2	143
H63	17	0490	Electronic Mail Address	AN	30	143
			PROGRAM EXIT			
H64	22	3340	Care/Service Ending Date	DT	8	164
H65	22	3350	Program Exit Reason[2]	ID	2	165

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[1] Loop H1-14 may be used for multiple entries.

[2] Multiple entries may be necessary.

[3] Free form. This item may be used in lieu of Data Elements 0010, 0020, 0030, and 0040.

[4] Free form. This item may be used in lieu of Data Elements 0370, 0380, 0390, 0400, 0410, 0420, and 0430.

[5] Loop H15-23 may be used for multiple entries.

[6] Loop H24-27 may be used for multiple entries.

[7] Loop H28-65 may be used for multiple entries.

[8] Loop H43-52 may be used for multiple entries.

[9] Loop H55-63 may be used for multiple entries. Free form. This item may be used in lieu of Data Elements 0010, 0020, 0030, and 0040.

I. DISCIPLINE

Serial Number	Entity Number	Data Element Number	Data Elements	Data Element Type	Field Length	Page on which Defined
			NATURE OF OFFENSE[1]			
I1	01	3360	Incident Type	ID	2	**167**
I2	01	3361	Convicted Offense	ID	2	**170**
I3	01	3370	Incident Description	AN	35	**170**
I4	01	3380	Incident Occurrence Date	DT	8	**170**
I5	01	3390	Incident Occurrence Location	ID	2	**170**
I6	01	3391	Offense/Incident Occurrence Time	ID	2	**171**
			DISCIPLINARY ACTION[2]			
I7	01	3400	Disciplinary Action Type[3]	ID	2	**171**
I8	01	3410	Disciplinary Action Description	AN	35	**173**
I9	01	3420	Disciplinary Action Status	ID	2	**173**
I10	01	3430	Disciplinary Action Beginning Date	DT	8	**173**
I11	01	3440	Disciplinary Action Ending Date	DT	8	**173**
I12	24	0110	Name of Individual[4]	AN	45	**173**
I13	24	3450	Disciplinary Action Authority	ID	2	**173**

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[1] Loop I1-13 may be used for multiple entries.

[2] Loop I7-13 may be used for multiple entries.

[3] Multiple entries may be necessary.

[4] Free form. This item may be used in lieu of Data Elements 0010, 0020, 0030, and 0040.

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Bureau of Indian Affairs ISEP Student Data Dictionary

Office of Indian Education Programs
1849 C Street, NW
MS 3530
Washington, D.C. 20240

Title 1 Migrant Participation Report, 1996-97

Westat
1650 Research Boulevard
Rockville, MD 20850-3129

Chapter 2 State Annual Report

SRI International
333 Ravenswood Avenue
Menlo Park, CA 94025

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U.S. Department of Education
Office of Bilingual Education and Minority Language Affairs
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Washington, D.C. 20202

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555 New Jersey Avenue, NW
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555 New Jersey Avenue, NW
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7799 Leesburg Pike, Suite 102 South
Falls Church, VA 22043

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555 New Jersey Avenue, NW
Washington, D.C. 20208-5651

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555 New Jersey Avenue, NW
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Washington, D.C. 20208-5651

Early Childhood Longitudinal Study (Birth Cohort), 2000

National Center for Education Statistics
Elementary and Secondary Education Statistics Division
555 New Jersey Avenue, NW
Washington, D.C. 20208-5651

GLOSSARY OF SELECTED STUDENT-RELATED TERMS

This section contains definitions of terms and concepts used in this handbook but not defined in previous chapters or terms related to student information.

A

Ability Grouping: A pedagogical practice of separating students into different classrooms within a grade based on their estimated achievement or ability levels, using criteria such as student achievement test scores, grades, or teacher judgment.

Accounting: The procedure of maintaining systematic records of happenings, occurrences, and events relating to persons, objects, or money and summarizing, analyzing, and interpreting the results of such records.

Administrative Unit: A geographic area that is under the control of a board of education and/or is supervised by one or more administrative offices.

Adult/Continuing Education: Programs designed to enable adults to acquire the basic skills necessary to function in today's society so that they can benefit from the completion of secondary school, enhanced family life, attaining citizenship and participating in job training and retraining programs

Adult School: A separately organized school providing instruction for adults and youth beyond the age of compulsory school attendance.

Age: As used in student records, age at last birthday on or prior to a specified date. Age may be recorded and reported by years (e.g., an official school age reported as 8 years means that the child has reached his eighth birthday on or prior to the specified date, but has not reached his ninth birthday). Age may also be recorded and reported by years and months as of a specific date, or by birth date. Age may be verified by a document such as a birth certificate, parent's affidavit, hospital certificate, age certificate, entry in family Bible, baptismal certificate, passport, or previously verified school record.

Agricultural Activities: Activities that involve the growing and harvesting of food and horticulture. Specific cases as to whether an individual is recognized as being a migrant student are decided by the Migrant Education Director in each state.

Alternatives (in substance abuse prevention): A major prevention model and approach to substance abuse prevention. The underlying assumption is that illicit drug use becomes a less attractive outlet for individuals who are involved with constructive activities of their own choosing.

Anecdotal Record: Notes describing exactly what a student said or did in specific situations. When accumulated, anecdotal records may yield a picture of a student's developing behavior patterns, interests, attitudes, strengths, and problems.

Apprentice: An individual who is learning a recognized occupation in accordance with a written apprentice-training contract between the worker and his or her employer or employers which provides for a given period of planned work experience through employment on-the-job, supplemented by appropriate related instruction, and with other specified provisions of the arrangement.

Assistive Technology Device: Any item, piece of equipment, product or system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

Associate in Applied Science Degree: A degree commonly conferred upon the successful completion of a two year postsecondary program of studies composed of general education, electives, and a major concentration in a chosen technical, semiprofessional, or professional area of study.

Associate in Arts Degree: A degree commonly conferred upon the successful completion of a two year postsecondary program of studies composed essentially of courses in the liberal arts.

Associate in Science Degree: A degree commonly conferred upon the successful completion of a two year postsecondary program of studies composed of courses in the liberal arts and sciences.

At No Cost: A term meaning that all specially designed instruction is provided without charge, but not precluding incidental fees which are normally charged to a student without disabilities or his or her parent/guardian as a part of the regular education program.

Attendance: A term referring to a student being present at school.

Attendance Area: The geographic area where the students normally served by a particular school reside. *See Project Area.*

Attendance Center: The location where students residing in a given geographic area attend school. *See Resident Student.*

Attendance Register: A record containing information such as (a) the names of students who have entered or are expected to enter a class or school; (b) identification information about each student such as sex, date of birth, and address; and (c) information concerning his/her entry or reentry, membership, attendance, absence, tardiness, and withdrawal.

Autistic Traits: One or more severe disorders of behavior such as (but not limited to) failure to form normal relationships with people, failure to develop normal communication through speech, failure to maintain normal eye contact with people, obsessive preoccupation with inanimate objects, exhibition of gross and sustained peculiarities in movement, pathological resistance to environmental changes, and abnormal emotional response to one or more types of sensory stimulus.

Average Class Size: The mean (average) number of students per classroom during an instructional period. This number may be computed at the local, State and federal levels. *See also Class Size, Class Size Reduction.*

B

Baseline Data: Information collected to comprise a reference set for comparison of a second set of data collected at a later time; used to interpret changes over time usually after some condition has been changed.

Behavior Disorder: A broad term that describes a behavior abnormality believed not to be associated with specific organic causes or symptoms. In general, the term is used for abnormalities that affect general and social adjustment, such as drug use, antisocial behavior, and criminal actions (behavior) or "antisocial and/or criminal behavior."

Behavior Modification: The changing of human behavior through conditioning or other learning techniques, often used as a synonym for Behavior Therapy or Aversion Therapy. This is one of the concepts employed by the therapeutic communities.

Behavior Pattern: A special grouping or mosaic of responses of a student that, in the judgment of a trained observer, possesses some intrinsic unity. The responses obtained are considered to result from inner psychological needs; as such they are more or less automatic, with the student having little control over them.

Block Scheduling: A non-traditional daily scheduling format (i.e., fewer blocks of time in a day, but for longer intervals, respectively) which is designed to allow for greater flexibility and diversity in instructional activities.

Board of Education: The elected or appointed body which has been vested with responsibilities for authorizing, financing, and evaluating the educational activities in a given school system, school, or geographic area. Such bodies sometimes are known by terms such as school boards, governing boards, boards of directors, school committees, and school trustees. This definition relates to the general term and encompasses the boards of both public and non-public institutions and school systems. Also known as Board of Trustees and School Board. *See Public Board of Education.*

Board of Trustees: *See Board of Education.*

Boarding School: *See Residential School.*

Bonus Points: Additional grade points awarded students in secondary schools for performance in school work of unusual difficulty (e.g., for advanced courses). In this handbook, this does not refer to a system of rewards or "tokens" sometimes used as a teaching technique.

C

Case History: The information that has been recorded about an individual, family, group, or community. The term is most often used in social work agencies, and in sociological, medical, and psychiatric studies.

Case Load: The number of students for whom a professional staff member is responsible for providing special educational services.

Charter School: A public or private school that is exempted from significant state or local rules that normally govern the operation and management of public schools. It is created by a developer as a public or private school, or is adapted by a developer from an existing public school, and is operated under public or private supervision and directions. It operates in pursuit of a specific set of education objectives determined by the school's developer and agreed to by the public or private chartering agency and provides a program of elementary and secondary education, or both. It meets all applicable federal, health, and local health and safety requirements; and operates in accordance with state law.

Children and Youth with Disabilities: Children with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof need special education and related services. This includes disabled children and youth served under the Title 1 Handicapped Program. (Individuals with Disabilities Education Act)

Church-Related School: A school associated with a religious or church organization. Also referred to as Private, Religiously-Affiliated School.

Class Size: A measure of the average number of students a teacher sees during a class period or a school day.

Class Size Reduction: A growing body of research demonstrates that students attending small classes in the early grades make more rapid educational progress than students in larger classes, and that these achievement gains persist well after students move on to larger classes in later grades.

Clock-hour: The designation given approximately 60 minutes of class work or instruction. This may include time for passing from one class to another.

Community School: An elementary, secondary, and/or adult/continuing education organizational arrangement (or institution), operated by a local board of public education, in which instruction and other activities are intended to be relevant and applicable to the needs of all or most segments of the total population of the community served.

Community Service Education: A term frequently used synonymously with the term "Adult/Continuing Education." This term reflects the efforts of community colleges and other institutions or agencies to extend their resources (e.g., facilities, personnel, and expertise) into the community through programs of non-credit, educational, vocational, or recreational courses, seminars, conferences, workshops, and other events utilizing any applicable facility or locale.

Compensatory Education: Programs that provide financial assistance to local and State education agencies and other institutions to support services for children in high poverty schools, institutions for neglected and delinquent children, homeless children and certain Indian children. The programs are designed to meet the special education needs of such children and to aid in their teachers' continued professional development to enable these children to achieve the State's high, challenging academic standards set for all children.

Comprehensive High School: A secondary school with a number of departments (e.g., academic, industrial, business, and vocational) offering a diversified program which meets the needs of students with varying interests and abilities.

Compulsory School Attendance: The legal requirement that children begin school no later than a certain age and continue through a certain age.

Compulsory School Attendance Age: The age at which a child must begin school and through which a child is required by law to attend school.

Computer Laboratory: A facility within a school or community building which has multiple computer terminals for educational use by students, either with teacher-directed instruction or self-directed activities.

Confidential Reports from Outside Agencies: Confidential information from the records of cooperating agencies and/or individuals such as hospitals, child welfare agencies, the juvenile court, correction officers and private practitioners. Any such reports should be accepted only with the mutual understanding that they will not be incorporated into cumulative records or special student services or records, they will be under the direct supervision of qualified school personnel, and they will be made available on request to students or their parent/guardians. *See Special Student Services Record.*

Continuous School Census: An individual record of every resident child from birth to 21 years of age, or within some other age limits, which is checked regularly with all sources of information available to the school so as to provide an accurate current list of all children residing in a given administrative unit.

Corrections Education: A program designed to improve the educational programming offered to incarcerated juveniles. A key component of this program is equipping staff within each facility with the skills they will need to implement effective educational and learning practices.

Corrective Institution: An institution to which children and/or youth are committed for the correction of inappropriate patterns of social behavior. *See Institution for Delinquent Children.*

Credit: The unit of value, awarded for the successful completion of certain courses, intended to indicate the quantity of course instruction in relation to the total requirements for a diploma, certificate, or degree. Credits are frequently expressed in terms such as "Carnegie Units," "credits," "semester credit hours," and "quarter credit hours."

Credit Course: A course for which a student can receive credit applicable toward graduation or completion of a program of studies. *See Non-credit Course.*

Crosswalk: In data processing, a procedure by which codes used for data in one data base are translated into the codes of another data base making it possible to relate information between or among data bases.

Curtailed Session: A school session with less than the number of hours of instruction recommended by the State education agency.

D

Data Element: A specific bit of data that can be defined and measured.

Day School: A school attended by students during a part of the day, as distinguished from a residential school where students are boarded and lodged as well as taught.

Deaf-Blindness: Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Delinquent Behavior: Behavior of a juvenile which is habitually wayward, disobedient, truant, or of such a nature as to impair or endanger the morals or health of self or others. If a juvenile violates a law or ordinance and is convicted in a court of law as a juvenile, he sometimes is considered a juvenile delinquent, depending on the severity of the violation; for repeated convictions of lesser offenses, he usually is considered a juvenile delinquent. Some jurisdictions use a term other than "conviction" for juvenile cases. *See Institution for Delinquent Children and Juvenile Delinquent.*

Department of Defense Dependents' School: An elementary or secondary school operated in the United States or overseas for dependents of active duty military and civilian personnel of the U.S. Department of Defense.

Developmental Delay: Each State determines the definition of this term to be used by that State. The definition must: 1) specify that a child may be determined to be eligible if the child has a delay in one or more of the following developmental areas: cognitive development, physical development, including vision and hearing, language and speech development, psychosocial development, or self-help skills; 2) designate the levels of functioning, or other criteria, that will be used in determining a child's eligibility as a result of a developmental delay; and 3) describe the procedures the State will use to determine the existence of a developmental delay in each developmental area.

Disabled Person: Any individual who: (1) has a physical or mental impairment that substantially limits one or more of the major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. (Americans with Disabilities Act.)

Disadvantaged Person: Unless defined differently for specific educational programs (e.g., vocational education, consumer, and homemaking programs), individuals who have academic, socioeconomic, cultural, or other disabilities that prevent them from succeeding in educational programs designed for individuals without such disabilities; and who, for that reason, require specially designed educational programs and related services. The term includes individuals whose needs for such programs or services result from poverty, neglect, delinquency, or cultural, racial, or linguistic isolation from the community at large. The term does not include physically or mentally disabled individuals except where such persons also are subject to the other disabilities and conditions referred to in this paragraph. *See Disabled Person.*

Double Session Class: Two groups of children per day with one teacher. Each session is counted as a separate class; for example, if a program had 5 classes that operated mornings and 5 that operated afternoons with the same 5 teachers, that would count as 10 classes.

Dyslexia: Impairment of the ability to read.

E

Education Agency: Administrative agency (e.g. State or local education agency) responsible for providing or administering early childhood, elementary- and/or secondary-level instruction or educational support services.

Education Commission: *See Board of Education.*

Educational Placement (service setting): The location where a special education program is provided. This location is one of the following: regular class placement, resource room placement, separate class placement, public separate school placement, private separate school placement, public residential placement, private residential placement, or home/hospital placement.

Educationally Disadvantaged Children: As defined for federal compensatory education programs, those children who have need for specific assistance so that their level of educational attainment may be raised to that which is appropriate for children of their age. The term includes children who are disabled and/or whose needs for such special educational assistance result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large.

Employment Permit: A type of legal certificate sometimes called a "work permit," authorizing youths to engage in certain types of work before they have reached the age of unrestricted employment.

English (Socio-Cultural Dialect): A variation of the English language spoken in the United States by many members of a distinct socio-cultural group, such as Afro-Americans, Chicanos, Puerto Ricans, and Appalachian mountaineers. Such variations of English - generally denoted as non-standard - differ from regional standard variations (and from each other) in regard to grammar as well as pronunciation and idiomatic usage.

English (Standard American): The English language as spoken in such mainstream institutions of the United States as governmental bodies, schools, churches, and communications media. While there are regional variations of standard American English (e.g., Southern standard and New England standard), the grammar of these regional variations is similar, and the differences between them are predominantly those of pronunciation and idiomatic usage.

Entity: A person, place, event, object, or concept about which data can be collected.

Exceptional Children: Children who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services, whether or not such services are available. In general, the term "exceptional children" considers exceptionality on the basis of (a) physical, health, or sensory disability, (b) emotional disability or behavioral problem, and (c) observable exceptionality in mental ability (e.g., mentally gifted and mentally retarded). Some exceptional children have more than one type of exceptionality.

Exceptionality: A physical, health, sensory, mental, psychological, or proficiency characteristic by which qualified professional personnel identify individuals as differing significantly from others in their age group.

Excess Membership in Public Schools: Membership in excess of the normal student capacity of accessible publicly owned school plants in use. This includes any public school students housed in non-publicly owned quarters or makeshift or improvised facilities as well as those who are in excess of the normal capacity in permanent publicly owned school plants.

Extra-state Jurisdictions: See Outlying Areas.

F

Facilitator: One who serves as a leader for some group experience.

Fee: A payment, charge, or compensation for services (other than instruction), privileges, or for the use of equipment, books, or other goods.

Field Length: In data processing, the units of space allowed in a disk, drum, tape, tabulating card, or other device used to record data for a particular item of information.

First Professional Degree: An award that requires completion of a program that meets all of the following criteria: 1) completion of the academic requirements to begin practice in the profession; 2) at least two years of college work prior to entering the program; and 3) a total of at least six academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself. Degrees may be awarded in the following ten fields: Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M.D.), Medicine (M.D.), Optometry (O.D.), Osteopathic Medicine (D.O.), Pharmacy (D.Phar.), Podiatry (Pod.D. or D.P.), Veterinary Medicine (D.V.M.), Law (L.L.B. or J.D.), and Theology (M.Div., M.H.L., B.D., or Ordination).

Fishery Activities: Activities involving catching, packing or selling fish, lobsters, shrimp, or other marine life. Specific cases as to whether an individual is recognized as being a migrant student are decided by the Migrant Education Director in each state.

Formerly Migratory Child: A child who is not currently migrating, but was eligible as a currently migratory child within the past five years.

Free Appropriate Public Education (FAPE): Special education and related services which: 1) are provided at public expense, under public supervision and direction, and without charge; 2) meet the standards of the State education agency, including the requirements of this part: 3) include preschool, elementary school, or secondary school education in the State involved and 4) are provided in conformity with an individualized education program (IEP).

Freshman: In high school, a student in grade nine. In college, a freshman is a student who has earned less than the required number of credit hours for completion of the first year of study.

Full-day of Attendance: Attendance during a complete full-day school session or approved curtailed session. Attendance at a state-approved half-day session for kindergarten or pre-kindergarten also should be counted as a full day of attendance. An excused absence should not be counted as a day of attendance. *See Half Day of Attendance*

Full-day Session: A school session which contains at least the minimum number of hours recommended by the State education agency for a full day of attendance in a given elementary or secondary grade other than kindergarten or pre-kindergarten.

Full-time (Special Education): A student who is receiving special education and related services outside the regular classroom for more than 60% of the school day.

G

Graduate: An individual who has received formal recognition for the successful completion of a prescribed program of studies.

General Educational Development (GED) Test: *See Tests of General Educational Development (GED).*

Grade Points: The specific numerical equivalents for grades received for taking a course that are used in determining Grade Point Averages.

H

Half Day of Attendance: Attendance for approximately half of a full-day school session or an approved curtailed session. For example, a student who is present a major part of either the morning or afternoon portion of a school session usually is counted as being in attendance for that half session. This usually is the smallest unit of time reported for attendance purposes by an elementary or secondary school during the regular school term. *See Full Day of Attendance*

Half-day Session: A school session which contains the minimum number of hours recommended by many State education agencies for kindergarten or pre-kindergarten instruction, when the length of this session approximates half the number of hours recommended for a full-day session in other elementary grades. Kindergarten and Pre-kindergarten students attending a half-day session are in membership for the full day. However, for purposes of obtaining statistical comparability only, ratios involving these students are computed as though they were in membership for a half-day. *See Full-day Session.*

High School Diploma: A formal document certifying the successful completion of a prescribed secondary school program of studies. In some states or communities, high school diplomas are differentiated by type such as an academic diploma, a general diploma, or a vocational diploma.

High School Equivalency Examination: An examination, approved by a State department of education or other authorized agency, intended to provide an appraisal of the student's achievement or performance in the broad subject-matter areas usually required for high school graduation. The Tests of General Educational Development (GED) are the most widely recognized high school equivalency examination. *See Tests of General Educational Development (GED).*

High School Post Graduate: A student who, after graduating from high school (grade 12) or completing a high school equivalency credential, enters or continues attending a secondary school for additional school work or preparation. Also known as Grade 13.

Homebound Student: A student who is unable to attend classes and for whom instruction is provided at home by a teacher.

Home Schooled Student: A child who is educated at home or outside the conventional school environment.

Homeroom: The room or other space where a school staff member meets with a group of students for their homeroom period. *See Homeroom Period.*

Homeroom Period: A portion of a daily session, in a departmentalized or semi-departmentalized instructional organization, during which a teacher and a group of students meet primarily for purposes of checking attendance, making announcements, and attending to other administrative details. *See Homeroom.*

Hospital Instruction: Formal instruction provided in a hospital, sanatorium, or convalescent home.

I

Incomplete High School: A secondary school which offers less than four full years of work beyond grade eight in a school system that is organized in such a manner that grades kindergarten and first through eighth constitute the elementary grades. This is sometimes called a "truncated high school."

Independent American Overseas School: An elementary or secondary school located outside the United States and its outlying areas which (a) follows basically a U.S.-type curriculum, (b) uses English as the primary language of instruction, and (c) has a large proportion of U.S. citizens in its student body and staff.

Independent School: A school that is primarily supported by tuition, charitable contributions and endowment income rather than by tax or church funds.

Individualized Education Program (IEP): A written instructional plan for students with disabilities designated as special education students under the Individuals With Disabilities Education Act (IDEA-Part B) which includes: 1) a statement of present levels of educational performance of a child; 2) a statement of annual goals including short-term instructional objectives; 3) a statement of specific education and related services to be provided and the extent to which the child will be able to participate in regular educational programs; 4) a projected date for initiation and anticipated duration of services; and 5) appropriate objectives, criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved. [Please refer to the U.S. Department of Education Office of Special Education Programs' web site at **http://www.ed.gov/osers/osep** for extended definitions of IEP.]

Individualized Family Service Program (IFSP): A written plan for providing early intervention services to a child (and his or her family) eligible under the Individuals With Disabilities Education Act (IDEA-Part C). [Please refer to the U.S. Department of Education Office of Special Education Programs' web site at **http://www.ed.gov/osers/osep** for extended definitions of IFSP.]

Infants and Toddlers with Disabilities: Individuals from birth through age two who need early intervention services because they: 1) are experiencing developmental delays as measured by appropriate diagnostic instruments and procedures in one or more of the following areas: cognitive development, physical development including vision and hearing, language and speech development, psychosocial development, or self-help skills and 2) have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. This term may also include, at a State's discretion, children from birth through age two who are at risk of having substantial developmental delays if early intervention services are not provided. (Individuals with Disabilities Education Act.)

Institution for Delinquent Children: As defined for federal compensatory education programs, a public or private non-profit residential facility which is operated primarily for the care of children and/or youth who have been adjudicated to be delinquent for an indefinite period of time or for a period of time other than one of short duration. This term also includes adult correctional institutions in which children are placed. *See Delinquent Behavior, Juvenile Delinquent and Corrective Institution.*

Institution for Neglected Children: As defined for federal compensatory education programs, a public or private non-profit residential facility (other than a foster home) which is operated primarily for the care of at least ten children and/or youth who have been committed to the institution, or voluntarily placed in the Institution, and for whom the institution has assumed or been granted custodial responsibility pursuant to applicable State law, because of the abandonment or neglect by, or death of, parents or individuals acting in the place of parents. *See Neglected Child.*

Instruction: The activities dealing directly with students and/or with improving the quality of student learning.

Intermediate Administrative Unit: An administrative unit smaller than the State which exists primarily to provide consultative, advisory, administrative, or statistical services to local education agencies, or to exercise certain regulatory functions over local education agencies. An intermediate unit may operate schools and contract for school services, but it does not exist primarily to render such services. Such units may or may not have taxing and bonding authority. Where there is a supervisory union board, the union is included as an intermediate unit.

International Baccalaureate: A program of study, sponsored and designed by the International Baccalaureate Organization (IBO), that leads to examinations and meets the needs of secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates elements of several. The program is available in English, French and Spanish. In addition to the diploma program mentioned above, the IBO also offers programs for students between the age of 3 and the age of 16.

Interstate Migratory Child: As defined for federal compensatory education programs, a child who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian, or other member of his immediate family might secure temporary or seasonal employment in an agricultural or fishery activity.

Intrastate Migratory Child: As defined for federal compensatory education programs, a child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian, or other member of his immediate family might secure temporary or seasonal employment in an agricultural or fishery activity.

J-K

Job-Entry Level of Employment: A level of employment in which an individual may be placed on the basis of his education and training, without previous related work experience.

Junior: In high school, a student in grade eleven. In college, a junior is a student who has completed more than the required number of credit hours for completion of the second year of study, but has not completed the requirements for the third year.

Juvenile Delinquent: An offender of the laws of society who, because of his or her age, is not considered a criminal. While the term "juvenile delinquent" is often applied to all youthful offenders tried in juvenile court, these children technically are not legally delinquent until adjudged so by the court. *See Delinquent Behavior and Institution for Delinquent Children.*

L

Laboratory: A learning environment where students work in an individual manner or as part of a group study in a particular subject-matter area, often in the sciences, involving the practical application of theory through observation, experimentation, and research. In the case of foreign language instruction, learning occurs through demonstration, drill, and practice. This applies also to the study of art and music, though such activities may be conducted in a studio.

Laboratory, Model, or Practice School: An elementary or secondary school run by an institution of higher education. Its primary purpose is to provide clinical experience in a controlled setting to prospective teachers attending the college or university.

Local Education Agency (LEA): A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform service functions for public elementary or secondary schools in 1) a city, county, township, school district, or other political subdivision of a state; 2) such combination of school districts or counties a state recognizes as an administrative agency for its public elementary or secondary schools; 3) any other public institution or agency that has administrative control and direction of a public elementary or secondary school; and 4) any other public institution or agency that has administrative control and direction of a vocational education program.

M

Magnet School: A school or education center that offers a special curriculum (i.e., a course of study embracing subject matter or teaching methodology that is not generally offered to students of the same age or grade level as the students to whom the special curriculum is offered in the magnet schools) capable of attracting substantial numbers of students of different racial backgrounds.

Matai Name: In Samoa, the name of the head of the household or family which is different from the name of the father. This name is assumed when an individual takes over responsibility for a family upon the death or disability of the father (or other provider).

Maximum Class Size: The maximum number of students allowed in class before another staff member must be hired.

Measure: A unit of measurement to which reference may be made for purposes of description, comparison, and evaluation. Many measures are obtained by computation involving one or more items of information.

Membership: The period of time the student's name is on the current roll of a class or school, regardless of his or her being present or absent. The membership of a class or school is the number of students on the current roll as of a given date. This may be obtained by a simple count or by adding the total number present and the total number absent.

Membership in Special Groupings and/or Special Schools: The number of students on the current roll in special programs (e.g., in special classes, groupings, or caseloads) and/or special schools as of a given date.

Migratory Worker: An individual whose primary employment is on a seasonal or other temporary basis, for agricultural or fishery work, and who establishes a temporary residence, with or without his family, for the purpose of such employment.

Mild Retardation: State in which individuals are capable of becoming self-sufficient and can learn academic skills through the upper elementary grades. (Office for Civil Rights, U.S. Department of Education)

Minimum Permissible Class Size: The smallest number of students to be assigned to a class of a given type, below which the class may be canceled.

Moderate Retardation: State in which children are not able to profit suitably from regular instruction or instruction for the mildly retarded. (Office for Civil Rights, U.S. Department of Education)

Monitoring System: A set of procedures and programs for a computerized information system that are designed to check recorded or transmitted signals in the process of imputing or retrieving information from data files.

Multiple Disabilities: Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

N

National School Lunch Program: Administered by the U.S. Department of Agriculture under the National School Lunch Act of 1946, as amended, this program was implemented to allow students to enjoy a wholesome and balanced meal each day while also beginning to understand the importance of making healthy eating choices. Program goals include: a reduction in diet-related diseases and an improvement in the health outlook for America's children.

Neglected Child: As defined for federal compensatory education programs, a child residing in a public or private non-profit residential institution (other than a foster home) which has assumed or been granted custodial responsibility for the child pursuant to state law, because of the abandonment or neglect by, or death of, paren[illegible] or individuals acting in the place of parents. *See Institution for Neglected Children.*

No Year Level: In college, a designation for the status of a student who has previously earned a degree or who is not enrolled in a degree program.

Non-credit Course: A course or activity having no credit applicable toward a degree, diploma, certificate, or other formal award. *See also Credit Course.*

Non-educational Institution: A hospital, sanatorium, convalescent home, mental health clinic, orphanage, corrective institution, or other institution whose primary function is other than that of a school.

Non-district School or Facility: A public or private school or facility that provides instruction or services which are not provided by the local education agency. This includes regional service agencies that provide administrative or special services to local education agency students.

Non-graded Class: *See Ungraded Class.*

Non-resident Student of Administrative Unit (or School District): A student who resides outside the administrative unit (or school district).

Non-resident Student of Attendance Area: A student who resides outside the geographic area normally served by the school he or she attends. *See School Attendance Area.*

Non-standard English: *See English (Socio-Cultural Dialect).*

O-P-Q

Outlying Areas: Areas under the jurisdiction of the United States including American Samoa, Guam, Puerto Rico, the Northern Mariana Islands, the Virgin Islands, and other areas.

Part-time Special Education: If a student is receiving special education and related services outside the regular classroom for 60% or less of the school day, that student is counted as part-time in special education.

Physical Education: Activities focused on the development of: physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance, individual and group games, and sports (including intramural and lifetime sports). The term includes special physical education, adapted physical education, movement education, and motor development.

Postsecondary Education: The provision of a formal instructional program whose curriculum is designed primarily for students who are beyond the compulsory age for high school. This includes programs whose purpose is academic, vocational, and continuing professional education, and excludes vocational and adult basic education programs.

Prevention, Primary: A concept in the mental health field that refers to actions that anticipate a disorder and foster optimal health. The concept encompasses those activities directed to specifically identified vulnerable high-risk groups within the community who have not been labeled as mentally ill and for whom measures can be undertaken to avoid the onset of emotional disturbance and/or to enhance their level of positive mental health. Programs are primarily educational rather than clinical and are oriented toward increasing people's capacities for dealing with crises and taking steps to improve their own lives.

Prevention, Secondary (Drug Abuse): Intervention to ward off drug abuse or addiction directed at those individuals experimenting with drugs who are linked with but not yet absorbed into an addict subculture and for whom the risk of addiction is high.

Program Evaluation: The systematic collection and analysis of quantitative and qualitative data needed to make decisions. The different dimensions of evaluation have formal names: process (i.e., the description and assessment of program materials and activities), outcome (i.e., the study of the immediate or direct effects of the program on participants), and impact (i.e., the identification and examination of longer-term as well as unintended program effects).

Project Area: As defined for federal educational programs, a school attendance area, or combination of school attendance areas, which because of a high concentration of children or families of specified characteristics is thereby designated as an area from which selected children may be served by a particular program. *See Attendance Area.*

Proprietary School: A school that is operated for profit.

Psychometric Data: Assessment data about a student analyzed by the application of mathematical and statistical methods.

Psychotherapy: A technique of treating mental disorders by means of insight, persuasion, suggestion, reassurance, and instruction so that patients may see themselves and their problems more realistically and have the desire to cope with them.

Public Board of Education : The elected or appointed body which has been created according to state law and vested with responsibilities for educational activities in a given geographic area. Such bodies are sometimes known as school boards, governing boards, boards of directors, school committees, and school trustees. This definition includes state boards of education and the boards of intermediate and local basic administrative units and individual public institutions. *See Board of Education.*

Public Record: A record which by law, regulation, or custom is generally available to the public at large, or to segments of the public having a legitimate reason for reviewing the record.

R

Range of Class Size: The smallest and largest memberships of classes of a given type as of a given date.

Registration: As used in this handbook, the process of enrolling into a school or course. The act of placing the student's name on the rolls of the school or school system does not ensure that the student will attend the school (or a school in the school system) and does not constitute entering into active membership status.

Related Services: This term means transportation and such developmental, corrective, and other supportive services as are required to assist a child with disabilities to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

Report: A collection of information that is prepared by a person, unit, or organization for the use of some other person, unit, or organization.

Reporting Period: A period of time for which a report is prepared (e.g., a calendar year, school year, regular school term, summer school term, semester, or marking period). Also called grading period.

Reporting Unit: The organizational unit submitting a report (e.g., a state department of education, an intermediate administrative unit, a local education agency, or a school).

Reporting Year: A specific twelve month period for which data about an individual or an organization are collected.

Resident Student: A student whose legal residence is within the geographic area served by a specified school, school system, or institution. *See Attendance Center, School Attendance Area, Resident Student of Administrative Unit (or School District), Resident Student of an Institution, and Resident Student of School Attendance Area.*

Resident Student of Administrative Unit (or School District): A student whose legal residence is within a specified administrative unit (or school district). *See Resident Student.*

Resident Student of an Institution: A student who resides during a school term in an institution (such as a residential school or residential child-care institution) rather than in a private home. *See Residential School and Resident Student.*

Resident Student of School Attendance Area: A student whose legal residence is within the geographic area served by the school he or she attends. *See School Attendance Area and Resident Student.*

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Residential School: An educational institution in which students are boarded and lodged as well as taught. *See Resident Student of an Institution.*

Residential School for Special Education: A residential school providing a program of education for disabled students.

Retrieval of Information: Locating and recovering information from wherever it may be stored.

Roll: A list of names for checking attendance.

S

School Attendance Area: The geographic area which is served by a school. It does not necessarily constitute a local taxing unit and likewise does not necessarily have an independent system of administration. Attendance areas for elementary schools may or may not be conterminous with attendance areas for secondary schools.

School Board: *See Board of Education.*

School Census: An enumeration and collection of data, as prescribed by law, to determine the name, age, address, and other pertinent information about children and youth who reside within the geographic boundaries of a local education agency.

School Census Age: The age span of children and youth included in the school census.

School Day: That part of a calendar day when school is in session.

School District: A term used synonymously with the term "local basic administrative unit." *See Local Education Agency (LEA).*

School Fiscal Year: *See School Year.*

School Holiday: A day on which school is not conducted either because of legal provisions or because of designation by the board of education as a holiday. Since such days are not considered as days in session, the students are considered as being neither present nor absent on school holidays.

School Plant: The site, buildings, and equipment constituting the physical facilities used by a single school or by two or more schools sharing the use of common facilities.

School System: The representation of the education system as a whole, including schools, school districts and other local administrative units (such as dioceses), intermediate agencies (such as regional service centers), State education agencies, and the U.S. Department of Education.

School Year: The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 through June 30. This sometimes is referred to as the "school fiscal year."

Self-help Group: A group formed around a particular problem area in which behavior control is the primary reward for participation.

Senior: In high school, a student in grade twelve is called a senior. In college, a senior is a student who has completed more than the required number of credits hours for completion of the third year of study, but has not completed the requirements for the fourth year.

Service-Learning: A learning activity: 1) under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community; 2) that is integrated into the students' academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity; 3) which provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and 4) that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

Severe Retardation: State in which children are significantly subaverage in intellectual functioning and who have concurrent deficits or impairments in adaptive functioning. This is a developmental disorder whose onset occurs before the age of 18. (Office for Civil Rights, U.S. Department of Education)

Significant Other: An important individual who plays a major role in the life of a subject in addition to the subject's spouse or close relatives or in lieu of a spouse or close relative.

Sophomore: In high school, a student in grade ten. In college, a sophomore is a student who has completed more than the required number of credit hours for completion of the first year of study, but has not completed the requirements for the second year.

Special Student Services Record: Confidential information originating as reports written by student services workers of the local education agency for the expressed use of other professionals within the agency, including systematically gathered teacher or counselor observations, verified reports of serious or recurrent behavior problems, and selected health data. (Normally, special student services records are maintained separately from cumulative student records.) *See Confidential Reports from Outside Agencies.*

Staff Member: An individual who performs specified activities for any public or private education institution or agency that provides instructional and/or support service to students or staff at the pre-kindergarten level through high school completion. This includes: 1) an "employee" who performs services under the direction of the employing institution or agency, is compensated for such services by the employer, and is eligible for employee benefits and wage or salary tax withholdings; 2) a "contractor" or "consultant" who performs services for an agreed-upon fee; 3) a "volunteer" who performs services on a voluntary or uncompensated basis.

Standard: Something established for use as a rule or basis of comparison in measuring or judging capacity, quantity, content, extent, value, quality, etc.

Student Accounting: A system for collecting, computing, and reporting information about students.

Student Body Activities: Cocurricular activities for students: such as entertainments, publications, and clubs that are managed or operated by students under the guidance or supervision of staff members.

Student Record: A record of significant, factual information regarding the progress and growth of a student as he/she goes through school that can include: personal identifying data; selected family data; selected physical, health, and sensory data; standardized test data; membership and attendance data; and school performance data.

Substance Abuse: Operationally defined by the National Research Council to encompass four behavioral patterns: overeating, cigarette smoking, alcohol abuse, and drug abuse.

T

Technical Institute: An institution, or a division of an institution, offering instruction primarily in one or more of the technologies.

Tests of General Educational Development (GED): A battery of tests taken by an individual who has attained a state-approved age and who did not graduate from high school which measures the extent to which their past experiences (in-school and out-of-school) have contributed to the knowledge, skills, and understandings ordinarily acquired through a high school education. Certificates of high school equivalency or diplomas are issued by most State departments of education for the successful completion of the Tests of General Educational Development. *See High School Equivalency Examination.*

Transcript: An official record of student performance showing all schoolwork completed at a given school and the final mark or other evaluation received in each portion of the instruction. Transcripts often include an explanation of the marking scale used by the school.

Truancy: The failure of a child to attend school regularly as required by law, without reasonable excuse for his/her absence.

U

Ungraded Class: A class that is not organized on the basis of age or grade grouping and has no standard grade designation. This includes regular classes that have no grade designations, special classes for exceptional students which have no grade designations, and many adult/continuing educational classes. Such a class is likely to contain students of different ages who, frequently, are identified according to level of performance in one or more areas of instruction rather than according to grade level or age level. Ungraded classes sometimes are referred to as "non-graded." *See Non-graded Class.*

Universal Birth Number: An identification number assigned to an individual by the Bureau of Vital Statistics of a State, using a combination of digits representing area code, birth registration number, and year of birth.

V-W-X-Y-Z

Vaccine: A preparation introduced into the body to produce immunity and protection from a disease.

Veteran: An individual who served on active duty as a member of the active Armed Forces of the United States and was discharged or released therefrom under conditions other than dishonorable. (National Guard personnel and reservists called to active duty for civil disturbances, disasters, or training for a limited period are not considered veterans under this definition.)

INDEX

This index includes data elements and other terms found in the preceding chapters and glossary, but does not contain terms found only in the appendices.

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Appendix A

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There were two main review groups formed for the revision of the Handbook--the Student Data Handbook Working Group and the Federal Review Group. The Student Data Handbook Working Group members consisted of local, state and federal education staff. The Federal Review Group members consisted of federal Department of Education program and research staff. In addition, there were multiple reviewers who volunteered to make suggestions for change.

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Education Advisory Information
Committee

Appendix B

Data Elements Related to SPEEDE/ExPRESS[1]

Below is a list of data elements and entities that together make up most of the data elements included in the SPEEDE/ExPRESS format, as described *in A Guide to the Implementation of the SPEEDE/ExPRESS Electronic Transcript*. The exact name of the data elements differs in some cases between SPEEDE/ExPRESS and this handbook because some SPEEDE/ExPRESS data elements have names with combined entities and data elements. In other cases, data elements in this handbook have been given titles more generic and familiar to the elementary/secondary field. In addition, in some instances, a field length for a data element may be shorter in the handbook than in SPEEDE/ExPRESS. This occurs because the SPEEDE/ExPRESS format conforms with the requirements of the American National Standards Committee Accrediting Standards Committee X12, Electronic Data Interchange, and it was felt that some field lengths were unnecessarily long. The field lengths included in this handbook are consistent with field lengths used in NCES surveys or other reporting documents and should not preclude the crosswalk of information kept in the handbook's format into the SPEEDE/ExPRESS format.

Handbook Number and Data Element		Handbook Entity(ies)
0010	First Name	Student, Parent/Guardian
0020	Middle Name	Student, Parent/Guardian
0030	Last/Surname	Student, Parent/Guardian
0040	Generation Code	Student, Parent/Guardian
0050	Personal Title	Student, Parent/Guardian
0060	Alias	Student, Parent/Guardian
0070	Former Legal Name	Student, Parent/Guardian
0080	Last/Surname at Birth	Student, Parent/Guardian
0110	Name of Individual	Sibling(s) or Other School-Age Children Living in Student's Household, Responsible Adult of Student's Household, Other Adult Living in Student's Household, Sponsor
0120	Name of Institution	School, Postsecondary Institution
0130	Identification Number	Student, Class, Assessment
0140	Identification System	Student, Class
0149	Hispanic or Latino Ethnicity	Student
0150	Race/Ethnicity	Student
0160	National/Ethnic Origin Subgroup	Student, Parent/Guardian
0170	Sex	Student
0180	Birthdate	Student

Handbook Number and Data Element		Handbook Entity(ies)
0190	Birthdate Verification	Student
0200	City of Birth	Student
0210	County of Birth	Student
0220	State of Birth	Student
0230	Country of Birth	Student, Parent/Guardian
0250	Citizenship Status	Student
0260	Country of Citizenship	Student
0270	English Proficiency	Student
0280	Language Type	Student
0290	Language Code	Student, Parent/Guardian
0291	Language Name	Student, Parent/Guardian
0292	Languages Other than English	Student, Parent/Guardian
0369	Address Type	Student, Parent/Guardian, School
0370	Street Number/Name	Student, Parent/Guardian, School
0380	Apartment/Room/Suite	Student, Parent/Guardian, School
0390	City	Student, Parent/Guardian, School
0400	County	Student, Parent/Guardian, School
0410	State	Student, Parent/Guardian, School
0420	Zip Code	Student, Parent/Guardian, School
0430	Country	Student, Parent/Guardian, School
0440	Complete Permanent Address	Sponsor, Postsecondary Institution
0461	Communication Number Type	Student, Parent/Guardian, School
0470	Communication Number	Student, Parent/Guardian, School
0489	Electronic Mail Address Type	Student, Parent/Guardian
0490	Electronic Mail Address	Student, Parent/Guardian
0600	Marital Status	Student
0660	Relationship to Student	Parent/Guardian, Sibling(s) or Other School-Age Children Living in Student's Household, Responsible Adult of Student's Household, Other Adult Living in Student's Household, Sponsor
0720	Highest Level of Education Completed	Parent/Guardian

Handbook Number and Data Element		Handbook Entity(ies)
0730	Enrollment Status	Student
0800	Entry Date	Student
0820	Entry Type	Student
0830	Entry/Grade Level	Student
1011	Number of Days in Attendance	Student
1012	Number of Days Absent	Student
1040	Exit/Withdrawal Date	Student
1060	Exit/Withdrawal Type	Student
1170	Session Type	School
1180	Session Beginning Date	School
1190	Session Ending Date	School
1220	Course Code System	Class
1221	Course Code	Class
1222	Elementary Subject/Course	Class
1230	Instructional Level	Class
1231	State University Course Requirement	Class
1240	Descriptive Title	Class
1270	Principal Medium of Instruction	Class
1271	Language of Instruction	Class
1300	Credit Type Offered	Class
1310	Number of Credits Attempted	Class
1320	Repeat Identifier	Class
1330	Number of Credits Received	Class
1360	Grade Assigned	Class
1370	Grade Value Qualifier	Class
1410	Credits Attempted: Given Grading Period	Student
1420	Credits Attempted: Given Session	Student
1430	Credits Attempted: Given School Year	Student
1440	Credits Attempted: Cumulative	Student

Handbook Number and Data Element		Handbook Entity(ies)
1450	Credits Received: Given Grading Period	Student
1460	Credits Received: Given Session	Student
1470	Credits Received: Given School Year	Student
1480	Credits Received: Cumulative	Student
1490	Grade Points Received: Given Grading Period	Student
1500	Grade Points Received: Given Session	Student
1510	Grade Points Received: Given School Year	Student
1520	Grade Points Received: Cumulative	Student
1530	Grade Point Average (GPA): Given Grading Period	Student
1540	Grade Point Average (GPA): Given Session	Student
1550	Grade Point Average (GPA): Given School Year	Student
1560	Grade Point Average (GPA): Cumulative	Student
1570	Promotion Type	Student
1580	Non-Promotion Reason	Student
1590	Honors Information Code	Student
1591	Honors Description	Student
1592	Class Rank	Student
1593	Total Number in Class	Student
1600	Activity Title	Student
1601	Activity Code	Student
1610	Activity Type	Student
1611	Name of Activity Sponsor	Student
1612	Activity Involvement Beginning Date	Student
1613	Activity Involvement Ending Date	Student
1614	Amount of Activity Involvement	Student
1621	Diploma/Credential Type	Student
1622	Diploma/Credential Award Date	Student

Handbook Number and Data Element	Handbook Entity(ies)
1623 Diploma/Credential Level and Honors	Student
1624 Diploma/Credential Level and Honors Description	Student
1625 Non-Course Graduation Requirement Code	Student
1626 Non-Course Graduation Requirement Date Met	Student
1627 Non-Course Graduation Requirement Score/Results	Student
1910 Assessment Content	Assessment
1920 Subtest Type	Assessment
1930 Level (for which Designed)	Assessment
1940 Grade Level when Assessed	Assessment
1950 Copyright Date	Assessment
1990 Administration Language	Assessment
2000 Special Accommodation	Assessment
2010 Administration Date	Assessment
2050 Norm Group	Assessment
2060 Norm Year	Assessment
2070 Norming Period	Assessment
2090 Reporting Method	Assessment
2100 Score Results	Assessment
2110 Score Interpretation Information	Assessment
2120 Reporting and Documentation	Assessment
2450 Diseases, Illnesses, and Other Temporary Conditions	Student
2460 Medical Treatment	Student
2520 Health Care History Episode Date	Student
2560 Medical Examination Date	Health Evaluation
2760 Immunization Type	Student
2780 Immunization Date	Student

Handbook Number and Data Element		Handbook Entity(ies)
2790	Immunization Status Code	Student
2830	Referral Date	Student
3050	Program Participation Reason	Student
3060	Program Participation Identification Date	Student
3160	Individualized Program Date	Student
3200	Program Funding Source	Program/Service
3210	Instructional Program Service Type	Program/Service
3240	Service Description	Program/Service
3290	Care/Service Beginning Date	Program/Service
3340	Care/Service Ending Date	Program/Service

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[1] The source for the above table is the current version of ***A Guide to the Implementation of Electronic Transcript***.

Appendix C

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT[1]

The Family Educational and Privacy Act (FERPA) is a Federal law designed to protect the privacy of a student's education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student, or former student, who has reached the age of eighteen or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students.

- Parents or eligible students have the right to inspect and review all of the student's education records maintained by the school. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for parents and eligible students to inspect the records. Schools may charge a fee for copies.

- Parents and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record commenting on the contested information in the record.

- Generally, the school must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:

    - School employees who have a need-to-know;
    - Other schools to which a student is transferring;
    - Certain government officials in order to carry out lawful functions;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations doing certain studies for the school;
    - Accrediting organizations;
    - Individuals who have obtained court orders or subpoenas;
    - Persons who need to know in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant to specific state laws.

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[1] The Family Policy Compliance Office, Office of Management, the U. S. Department of Education, developed this Family Education Rights and Privacy Act (FERPA) fact sheet. It was last updated on September 27, 1997. An on-line version of this document is available on the web at http://www.ed.gov/offices/OM/fpco.html.

Schools may also disclose, without consent, "directory" type information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents or eligible students a reasonable amount of time to request the school not disclose directory information about them.

Schools must notify parents and eligible students of their rights under this law. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 or TDD (202) 260-8956 or contact: Family Policy Compliance Office U.S. Department of Education 600 Independence Avenue, SW Washington, D.C. 20202-4605

Appendix D

DERIVED INFORMATION RELATED TO GROUPS OF STUDENTS

Included in this appendix are examples of terms that are derived and computed by using data elements in student records. These terms can be used to describe groups of students, not individuals. They are especially useful for policy analyses (e.g., to assess school performance or plan special programs).

Aggregated Days of Absence: The sum of the days in absence of all students when school is in session during a given reporting period.

Aggregate Days of Attendance: The sum of the days in attendance of all students when school is in session during a given reporting period.

Aggregate Days of Membership: The sum of the days in membership of all students when school is in session during a given reporting period.

Annual Withdrawal Rate: The total number of times students withdraw from school during a given school session, divided by the number of students in active membership status during the same session, expressed as a percentage.

Average Age of Students: The total of the ages (expressed in years and months) of the students of a given group divided by the number of students in the same group.

Average Class Size: The total membership of classes of a given type, as of a given date, divided by the number of such classes.

Average Daily Absence: If not otherwise defined in state laws, the aggregate days of absence of a given school during a given reporting period divided by the number of days school is in session during this period measured to the nearest half-day. Only days in which the students are under the guidance and direction of school staff members should be considered as days in session. The average daily absence for groups of schools having varying lengths of terms is the sum of the average daily absences obtained for the individual schools.

Average Daily Attendance (ADA): If not otherwise defined in state laws, the aggregate days of attendance of a given school during a given reporting period divided by the number of days school is in session during this period measured to the nearest half-day. Only days in which the students are under the guidance and direction of school staff members should be considered as days in session. The average daily attendance for groups of schools having varying lengths of terms is the sum of the average daily attendance obtained for the individual schools.

Average Daily Membership (ADM): If not otherwise defined in state laws, the aggregate days of membership of a given school during a given reporting period divided by the number of days school is in session during this period measured to the nearest half-day. Only days in which the students are under the guidance and direction of teachers should be considered as days in session. The reporting period is generally a given regular school session. The average daily membership for groups of schools having varying lengths of terms is the sum of the average daily memberships obtained for the individual schools.

Average Daily Membership of Students Transported: The aggregate days of membership during a given reporting period that students are transported to and from school divided by the number of days school is in session during this period.

Average Daily Number of Students Participating in the National Free Breakfast Program: The total number of servings for participating students in the National Free Breakfast Program, divided by the number of days the meal is served.

Average Daily Number of Students Participating in the National Free Lunch Program: The total number of servings for participating students in the National Free Lunch Program, divided by the number of days the meal is served.

Average Daily Number of Students Participating in the National Reduced-Price Breakfast Program: The total number of servings for participating students in the National Reduced-Price Breakfast Program, divided by the number of days the meal is served.

Average Daily Number of Students Participating in the National Reduced-Price Lunch Program: The total number of servings for participating students in the National Reduced-Priced Lunch Program, divided by the number of days the meal is served.

Average Membership Per School: The total membership of schools in a reporting unit, as of a given date, divided by the number of schools in the unit.

Average Number of Students Transported: The aggregate days of attendance during a given reporting period that students are transported to and from school divided by the number of days transportation is provided.

Median Age of Students: For a given group of students, the age that evenly divides the distribution of students when classified by age (i.e., the age so selected that 50 percent of the students are older and 50 percent are younger).

Membership: A non-duplicated count of students on the current rolls of a school as of a given date. This is obtained by: 1) adding the total number of original entries and the total number of re-entries and subtracting the total number of withdrawals; or 2) adding the total number of students in attendance and the total number of students in absence.

Number of Students Advanced at an Accelerated Rate: The number of students who are promoted at a rate more rapid than one grade per year.

Number of Students Completing a Given Course: The number of students in a graduation group, including discontinuers or dropouts, who completed a given course during their years in a given school or school system.

Number of Students Who Are Free Lunch Eligible: The number of students whose applications have been approved by the school (within the prescribed limits of pre-established income standards) for participating without charge in the national school lunch programs.

Number of Students Dropping Out: The number of students who were enrolled in school at some time during the previous school year, but were not enrolled at the beginning of the current school year. They have neither graduated from high school nor completed any state- or district-approved educational program and do not meet any of the following exclusionary conditions: 1) transfer to another public school district, private school, or state- or district-approved educational program; 2) temporary absence due to suspension or school-approved illness; or 3) death.

Percentage of Absence: The average days of absence during a given reporting period divided by the average days of membership for this period, expressed as a percentage; or, the aggregate days of absence divided by the aggregate days of membership, expressed as a percentage.

Percentage of Attendance: The average days of attendance during a given reporting period divided by the average days of membership for this period, expressed as a percentage; or, the aggregate days of attendance divided by the aggregate days of membership, expressed as a percentage.

Percentage of Change in Membership from Previous Year (for a Given Date): The difference in membership from a given date in one year to a corresponding date the following year, divided by the membership as of the first date, expressed as a percentage.

Percentage of Change in Membership from Previous Year (for a Period of Time): The difference in average daily membership from a given period of time in one year to a corresponding period of time the following year, divided by the average daily membership during the first period of time, expressed as a percentage.

Percentage of High School Graduates Who Completed Courses in Various Subject Matter Areas: The number of students in a given high school graduation group who completed courses in each of a number of specific subject-matter areas, divided by the total number of students in the group, expressed as a percentage.

Percentage of Participation in the National Free Breakfast Program: The average daily number of participating students in the National Free Breakfast Program during a given reporting period, divided by the average daily attendance for the same period.

Percentage of Participation in the National Free Lunch Program: The average daily number of students participating in the National School Lunch Program during a given reporting period, divided by the average daily attendance for the same period.

Percentage of Students Currently Members of Classes in Various Subject-Matter Areas: The number of students in a given school group who are members of classes in each of a number of specific subject matter areas, divided by the total number of students in the group, expressed as a percentage.

Percentage of Students Making Normal Progress: The number of students making normal progress (progressing one grade per year) during a given reporting period, divided by the membership at the close of the period, expressed as a percentage.

Percentage of Students Not Promoted: The number of students who, at the close of a given reporting period (e.g., a regular school session), are reassigned to the same grade, divided by the membership at the close of the period, expressed as a percentage. Students in ungraded classes are not considered "not promoted" unless (and until) they are asked to spend more than the usual amount of time in such classes.

Percentage of Students Participating in Various Activities: The number of students who, during a given reporting period (e.g., a regular school session), take part in each of a number of specific activities, divided by the average daily membership of students in the group, expressed as a percentage.

Percentage of Students Promoted: The number of students promoted during or at the close of a given reporting period (e.g., a regular school session), divided by the membership at the close of the period, expressed as a percentage. For reporting purposes, students in ungraded classes who have made satisfactory progress may be considered separately or they may be considered promoted.

Percentage of Students Transported at Public Expense: The average daily membership of students transported at public expense, divided by the average daily membership of the reporting unit, expressed as a percentage.

Percentage of Total Excess Public School Membership: Total excess membership in public schools divided by the normal student capacity of accessible publicly owned school plants in use, expressed as a percentage.

Percentage of Transported Students Riding a Given Time: The average daily membership of students who ride a given time (e.g., 30 minutes or 2 hours), divided by the average daily membership of students transported, expressed as a percentage. This percentage may be determined as of a given date or it may be determined on the basis of averages for a given reporting period.

Students Per Acre: The average daily membership of a school divided by the total number of developed and undeveloped acres in the school site.

Appendix E

LIST OF U.S. STATES, OUTLYING AREAS, MILITARY POSTAL DESIGNATIONS, AND CODES[1]

AL	Alabama
AK	Alaska
AS	American Samoa
AZ	Arizona
AR	Arkansas
CA	California
CO	Colorado
CT	Connecticut
DE	Delaware
DC	District of Columbia
FM	Federated States of Micronesia
FL	Florida
GA	Georgia
GU	Guam
HI	Hawaii
ID	Idaho
IL	Illinois
IN	Indiana
IA	Iowa
KS	Kansas
KY	Kentucky
LA	Louisiana
ME	Maine
MH	Marshall Islands
MD	Maryland
MA	Massachusetts
MI	Michigan
MN	Minnesota
MS	Mississippi
MO	Missouri
MT	Montana
NE	Nebraska
NV	Nevada
NH	New Hampshire
NJ	New Jersey
NM	New Mexico
NY	New York
NC	North Carolina
ND	North Dakota
MP	Northern Mariana Islands
OH	Ohio
OK	Oklahoma
OR	Oregon
PW	Palau
PA	Pennsylvania
PR	Puerto Rico
RI	Rhode Island
SC	South Carolina
SD	South Dakota
TN	Tennessee
TX	Texas
UT	Utah
VT	Vermont
VI	Virgin Islands
VA	Virginia
WA	Washington
WV	West Virginia
WI	Wisconsin
WY	Wyoming
AE	Armed Forces Africa
AA	Armed Forces Americas
AE	Armed Forces Canada
AE	Armed Forces Europe
AE	Armed Forces Middle East
AP	Armed Forces Pacific

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[1] These codes are completely derived from the *Official USPS Abbreviations*, U.S. Postal Service, 1999. Washington, D.C. [http://www.usps.gov/ncsc/lookups/usps_abbreviations.htm]

Appendix F

LIST OF COUNTRIES AND CODES[1]

*Denotes former countries.

0010	Afghanistan
0020	Albania
0030	Algeria
0040	American Samoa
0050	Andorra
0060	Angola
0070	Anguilla
0080	Antarctica
0090	Antigua and Barbuda
0100	Argentina
0110	Armenia
0120	Aruba
0130	Australia
0140	Austria
0150	Azerbaijan
0160	Bahamas
0170	Bahrain
0180	Bangladesh
0190	Barbados
0200	Belarus
0210	Belgium
0220	Belize
0230	Benin
0240	Bermuda
0250	Bhutan
0260	Bolivia
0270	Bosnia and Herzegovina
0280	Botswana
0290	Bouvet Island
0300	Brazil
0310	British Indian Ocean Territory
0320	Brunei Darussalam
0330	Bulgaria
0340	Burkina Faso
0350	Burundi
0360	Byelorussian SSR*
0370	Cambodia
0380	Cameroon
0390	Canada
0400	Cape Verde
0410	Cayman Islands
0420	Central African Republic
0430	Chad
0440	Chile
0450	China
0460	Christmas Island
0470	Cocos (Keeling) Islands
0480	Colombia
0490	Comoros
0500	Congo
0510	Congo, The Democratic Republic of the
0520	Cook Islands
0530	Costa Rica
0540	Cote D'Ivoire (Ivory Coast)
0550	Croatia
0560	Cuba
0570	Cyprus
0580	Czech Republic
0590	Czechoslovakia*
0600	Democratic Yemen
0610	Denmark
0620	Djibouti
0630	Dominica
0640	Dominican Republic
0650	East Timor
0660	Ecuador
0670	Egypt
0680	El Salvador

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[1] The primary source for this list is information from ISO 3166-1 (*Codes for the representation of names of countries and their subdivisions – Part 1: Country codes*), which is maintained and updated by the Deutsches Institut für Normung e.V. (DIN). [http://www.din.de/gremien/nas/nabd/iso3166ma/codlstp1.html] For the ISO letter codes corresponding to these countries, please refer to the above web site or through the American National Standards Institute (ANSI), located at 11 West 42nd Street, New York, New York 10036. ANSI can be reached at Tel.: 212-642-4900, Fax: 212-398-0023, or through the ANSI web site [http://www.ansi.org]. This list is updated whenever the ISO 3166 Maintenance Agency effects a change to the official code list in ISO 3166-1. This list is complete and up-to-date as of October 1, 1999. ISO 3166-2 (Part 2: Country subdivision code, published in 1998) and ISO 3166-3 (Part 3: Code for formerly used names of countries, published in 1999) can also be purchased from Global Engineering Documents, located at 15 Inverness Way East, Englewood, CO 80112. [http://global.ihs.com]

0690	Equatorial Guinea
0700	Eritrea
0710	Estonia
0720	Ethiopia
0730	Falkland Islands (Malvinas)
0740	Faroe Islands
0750	Fiji
0760	Finland
0770	France
0780	France, Metropolitan*
0790	French Guiana
0800	French Polynesia
0810	French Southern Territories
0820	Gabon
0830	Gambia
0840	Georgia
0850	German Democratic Republic*
0860	Germany
0870	Ghana
0880	Gibraltar
0890	Greece
0900	Greenland
0910	Grenada
0920	Guadeloupe
0930	Guam
0940	Guatemala
0950	Guinea
0960	Guinea-Bissau
0970	Guyana
0980	Haiti
0990	Heard Island and McDonald Islands
1000	Holy See (Vatican City State)
1010	Honduras
1020	Hong Kong
1030	Hungary
1040	Iceland
1050	India
1060	Indonesia
1070	Iran, Islamic Republic of
1080	Iraq
1090	Ireland
1100	Israel
1110	Italy
1120	Jamaica
1130	Japan
1140	Jordan
1150	Kazakastan
1160	Kenya
1170	Kiribati
1180	Korea, Democratic People's Republic of
1190	Korea, Republic of
1200	Kuwait
1210	Kyrgyzstan
1220	Lao People's Democratic Republic
1230	Latvia
1240	Lebanon
1250	Lesotho
1260	Liberia
1270	Libyan Arab Jamahiriya
1280	Liechtenstein
1290	Lithuania
1300	Luxembourg
1310	Macau
1320	Macedonia, The Former Yugoslav Republic of
1330	Madagascar
1340	Malawi
1350	Malaysia
1360	Maldives
1370	Mali
1380	Malta
1390	Marshall Islands
1400	Martinique
1410	Mauritania
1420	Mauritius
1430	Mayotte
1440	Mexico
1450	Indonesia, Federated States of
1460	Moldova, Republic of
1470	Monaco
1480	Mongolia
1490	Montserrat
1500	Morocco
1510	Mozambique
1520	Myanmar (Burma)
1530	Namibia
1540	Nauru
1550	Nepal
1560	Netherlands
1570	Netherlands Antilles
1580	New Caledonia
1590	New Zealand
1600	Nicaragua
1610	Niger
1620	Nigeria
1630	Niue
1640	Norfolk Island
1650	Northern Mariana Islands
1660	Norway
1670	Oman
1680	Pakistan
1690	Palau
1700	Palestinian Territory, Occupied
1710	Panama
1720	Papua New Guinea
1730	Paraguay
1740	Peru
1750	Philippines
1760	Pitcairn
1770	Poland
1780	Portugal
1790	Puerto Rico

1800	Qatar
1810	Reunion
1820	Romania
1830	Russian Federation
1840	Rwanda
1850	Saint Helena
1860	Saint Kitts and Nevis
1870	Saint Lucia
1880	Saint Pierre and Miquelon
1890	Saint Vincent and the Grenadines
1900	Samoa
1910	San Marino
1920	Sao Tome and Principe
1930	Saudi Arabia
1940	Senegal
1950	Seychelles
1960	Sierra Leone
1970	Singapore
1980	Slovakia
1990	Slovenia
2000	Solomon Islands
2010	Somalia
2020	South Africa
2030	South Georgia and the South Sandwich Islands
2040	Spain
2050	Sri Lanka
2060	Sudan
2070	Suriname
2080	Svalbard and Jan Mayen
2090	Swaziland
2100	Sweden
2110	Switzerland
2120	Syrian Arab Republic
2130	Taiwan, Province of China
2140	Tajikistan
2150	Tanzania, United Republic of
2160	Thailand
2170	Togo
2180	Tokelau
2190	Tonga
2200	Trinidad and Tobago
2210	Tunisia
2220	Turkey
2230	Turkmenistan
2240	Turks and Caicos Islands
2250	Tuvalu
2260	Uganda
2270	Ukraine
2280	Union of Soviet Socialist Republics
2290	United Arab Emirates
2300	United Kingdom (Great Britain)
2310	United States
2320	United States Minor Outlying Islands
2330	Uruguay
2340	Uzbekistan
2350	Vanuatu
1000	Vatican City State, see Holy See
2360	Venezuela
2370	Vietnam
2380	Virgin Islands, British
2390	Virgin Islands, U.S.
2400	Wallis and Futuna
2410	Western Sahara
2420	Yemen
2430	Yugoslavia
0510	Zaire, see Congo, The Democratic Republic of the
2440	Zambia
2450	Zimbabwe

Appendix G

LIST OF LANGUAGES AND CODES[1]

0010	Abkhazian
0020	Afar
0030	Afrikaans
0040	Akan
0050	Albanian
0060	Amahric
0070	American Sign Language
0080	Arabic
0090	Armenian
0100	Assamese
0110	Awadhi
0120	Azerbaijani
0130	Bashkir
0140	Basque
0150	Belarusan
0160	Bengali
0170	Bhojpuri
0180	Bihari
0190	Bislama
0200	Bulgarian
0210	Burmese
0220	Breton
0230	Cambodian (Khmer)
0240	Carolinian
0250	Catalan
0260	Cebuano
0270	Chhattisgarhi
0280	Chamorro
0290	Chinese, Hakka
0300	Chinese, Mandarin
0310	Chinese, Min Nan (Fukienese or Fujianese)
0320	Chinese, Yue (Cantonese)
0330	Chittagonian
0340	Chuukese/trukese
0350	Creole
0360	Czech
0370	Danish
0380	Deccan
0390	Dutch
0400	English
0410	Esperanto
0420	Estonian
0430	Farsi
0440	Fiji
0450	Finnish
0460	French
0470	Frisian
0480	Fulfulde, Nigerian
0490	Galican
0500	Georgian
0510	German
0520	Greek
0530	Greenlandic
0540	Guamanian
0550	Guarani
0560	Guatemalan
0570	Gujarati
0580	Haitian, Creole French
0590	Haryanvi
0600	Hausa
0610	Hebrew
0620	Hiligaynon
0630	Hindi
0640	Hmong
0650	Hungarian
0660	Icelandic
0670	Igbo
0680	Ilocano
0690	Indian

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[1] The primary sources for the list are information from the *Code for the representation of names of languages* (ISO 639), published by the International Organization for Standardization (ISO), and the *Ethnologue: Languages of the World*, Thirteenth Edition, edited by Barbara Grimes and published in 1996 by the Summer Institute of Linguistics, 7500 W. Camp Wisdom Road, Dallas, TX 75236-5699. [http://www.sil.org/ethnologue] The ISO list is also available as data element 819 in Part 8 (Appendix B) of *the Guide to the Implementation of Electronic Transcripts and Student Records*. To obtain the ISO codes for the languages, the American National Standards Institute (ANSI), located at 11 West 42nd Street, New York, New York 10036, can be reached at Tel.: 212-642-4900, Fax: 212-398-0023, or through the ANSI web site [http://www.ansi.org]. The document can also be ordered from Global Engineering Documents, located at 15 Inverness Way East, Englewood, CO 80112. [http://global.ihs.com] To obtain the Ethnologue codes, please refer to the above SIL web site.

0700	Indonesian
0710	Island Carib
0720	Italian
0730	Japanese
0740	Javanese
0750	Kannada
0760	Kashmiri
0770	Kazakh
0780	Kinyarwanda
0790	Kirundi
0800	Korean
0810	Kosraen
0820	Kurdish
0830	Kurmanji
0840	Kyrgyz; Kirghiz
0850	Latin
0860	Lingala
0870	Laothian
0880	Latvian
0890	Lithuanian
0900	Lombard
0910	Madura
0920	Magahi
0930	Maithili
0940	Malagasy
0950	Malay
0960	Malayalam
0970	Maltese
0980	Marathi
0990	Marshallese
1000	Marwari
1010	Myanmasa; Burmese
1020	Napoletano-Calabrese
1030	Nauru
1040	Nepali
1050	Norwegian
1060	Occitan
1070	Oriya
1080	Oromo, West-Central
1090	Palau
1100	Panjabi, Eastern
1110	Panjabi, Western
1120	Pashto, Northern
1130	Pashto, Southern
1140	Pohnpeians
1150	Polish
1160	Portuguese
1170	Quechua
1180	Raeto-Romance
1190	Romanian
1200	Russian
1210	Rwanda
1220	Samoan
1230	Sangho
1240	Sanskrit
1250	Saraiki
1260	Serbian
1270	Serbo-Croatian
1280	Sesotho
1290	Setswana
1300	Shona
1310	Sindhi
1320	Singhalese
1330	Sinhala
1340	Siswati
1350	Slovak
1360	Slovenian
1370	Somali
1380	Spanish
1390	Sunda
1400	Swahili
1410	Swedish
1420	Tagalog
1430	Tamil
1440	Tatar
1450	Telugu
1460	Thai
1470	Tonga
1480	Tsonga
1490	Turkish
1500	Turkmen
1510	Twi
1520	Ukrainian
1530	Urdu
1540	Uyghur
1550	Uzbek
1560	Vietnamese
1570	Volapuk
1580	Yapese
1590	Yoruba
1600	Xhosa
1610	Zhuan, Northern
1620	Zulu

The following are North American/Latin American Indian languages:

1630	Abnaki
1640	Achimawi
1650	Ahtena
1660	Alabama
1670	Aleut
1680	Algonquin
1690	Apache
1700	Arapaho
1710	Araucanian
1720	Arikara
1730	Athapascan
1740	Atsina

1750	Atsugewi
1760	Aucanian
1770	Aymara
1780	Aztec
1790	Blackfoot
1800	Caddo
1810	Cahuilla
1820	Cakchiquel, Central
1830	Cakchiquel, Eastern
1840	Cakchiquel, Mam
1850	Cakchiquel, Northern
1860	Cakchiquel, Santa Maria de Jesus
1870	Cakchiquel, Santo Domingo
1880	Cakchiquel, Southern
1890	Cakchiquel, Southwestern
1900	Cakchiquel, Western
1910	Cayuga
1920	Chasta Costa
1930	Chemeheuvi (dialogue of Ute)
1940	Cherokee
1950	Chetemacha
1960	Cheyenne
1970	Chinook Jargon
1980	Chiricahua
1990	Chiwere
2000	Choctaw
2010	Chumash
2020	Clallam
2030	Cocomaricopa
2040	Coeur d'Alene
2050	Columbia
2060	Comanche
2070	Cowlitz
2080	Cree
2090	Crow
2100	Cuna
2110	Cupeno
2120	Dakota
2130	Delaware
2140	Delta River Yuman
2150	Dieguono
2160	Eskimo
2170	Eyak
2180	Foothill North Yokuts
2190	Fox
2200	French Cree
2210	Guarani
2220	Guaymi
2230	Haida
2240	Han
2250	Havasupai
2260	Hichita
2270	Hidatsa
2280	Hopi
2290	Hupa
2300	Ingalit
2310	Inupik
2320	Iroquois
2330	Jicarilla
2340	Kalispel
2350	Kansa
2360	Karok
2370	Kawaiisu
2380	Keres, Eastern
2390	Keres, Western
2400	Kickapoo
2410	Kiowa
2420	Kiowa-Apache
2430	Klamath
2440	Koasati
2450	Koyukon
2460	Kuchin
2470	Kutenai
2480	Kwakiutl
2490	Lower Chehalis
2500	Luiseno
2510	Maidu, Northeast
2520	Maidu, Northwest
2530	Maidu, Valley
2540	Makah
2550	Mam
2560	Mandan
2570	Maya
2580	Menomini
2590	Miami
2600	Micmac
2610	Mikasuki
2620	Miwok, Southern Sierra
2630	Miwok, Central Sierra
2640	Miwok, Coast
2650	Miwok, Lake
2660	Miwok, Northern Sierra
2670	Miwok, Plains
2680	Mixteco, San Juan Mixtepec
2690	Mohawk
2700	Mono
2710	Mountain Maidu
2720	Muskogee
2730	Navaho
2740	Nez Perce
2750	Nomlaki
2760	Nootka
2770	Nootsack
2780	Northern Paiute
2790	Ojibwa, Eastern
2800	Ojibwa, Northern
2810	Ojibwa, Western
2820	Okanagan
2830	Omaha
2840	Oneida
2850	Onondaga
2860	Osage

2870	Other Athapascan-Eyak
2880	Ottawa
2900	Pacific Gulf Yupik
2910	Panamint (dialect of Shoshone)
2920	Passamaquoddy
2930	Patwin
2940	Pawnee
2950	Penobscot
2960	Picuris
2970	Pima
2980	Pomo (alt. for POL)
2990	Pomo, Central
3000	Pomo, Eastern
3010	Pomo, Northeastern
3020	Pomo, Northern
3030	Pomo, Southeastern
3040	Pomo, Southern
3050	Ponca (dialect of Omaha)
3060	Potawatomi
3070	Quapaw
3080	Quechua, Ancash, Chiquian
3090	Quechua, Ancash, Conchucos, Northern
3100	Quechua, Ancash, Conchucos, Southern
3110	Quechua, Ancash, Corongo
3120	Quechua, Ancash, Huaylas
3130	Quechua, Ancash, Sihuas
3140	Quechua, Apurimac
3150	Quechua, Ayacucho
3160	Quechua, Boliviano
3170	Quechua, Cajamarca
3180	Quechua, Chachapoyas
3190	Quechua, Chilean
3200	Quechua, Classical
3210	Quechua, Cotahuasi
3220	Quechua, Cuzco
3230	Quechua, Huanca, Huaylla
3240	Quechua, Huanca, Jauja
3250	Quechua, Huanuco, Huaylla
3260	Quechua, Huanuco, Huamalies-Northern Dos De Mayo
3270	Quechua, Huanuco, Maranon
3280	Quechua, Huanuco, Panao
3290	Quechua, Huanuco, Southern Dos De Mayo-Margos Chaulan
3300	Quechua, Lambayeque
3310	Quechua, North Bolivian
3320	Quechua, North Junin
3330	Quechua, North Lima Cajatambo
3340	Quechua, Northwest Jujuy
3350	Quechua, Pacaroas
3360	Quechua, Pasco, Santa Ana De Tusi
3370	Quechua, Pasco-Yanahuanca
3380	Quechua, Pastaza, Southern
3390	Quechua, Puno
3400	Quechua, San Martin
3410	Quechua, San Rafael-Huariaca
3420	Quechua, South Bolivian
3430	Quechua, Yauyos
3440	Quekchi
3450	Quiche, Central
3460	Quiche, Cunen
3470	Quiche, Eastern
3480	Quiche, Joyabaj
3490	Quiche, San Andres
3500	Quiche, West Central
3510	Quinault
3520	Sahaptian
3530	Saint Lawrence Island Yupik
3540	Salish, Southern Puget Sound
3550	Salish, Straits
3560	San Carlos
3570	Sandia
3580	Santiam
3590	Seneca
3600	Serrano
3610	Shastan
3620	Shawnee
3630	Shoshone
3640	Siuslaw
3650	Southern Maidu
3660	Southern Paiute
3670	Spokane
3680	Tachi
3690	Tanacross
3700	Tanaina
3710	Tanana
3720	Tarahumara Baja
3730	Central
3740	Northern
3750	Southeastern
3760	Southwestern
3770	Tarascan
3780	Tewa
3790	Tillamook
3800	Tiwa, Northern
3810	Tiwa, Southern
3820	Tlingit
3830	Tonkawa
3840	Towa
3850	Tsimshian
3860	Tubatulabal
3870	Tupi
3880	Tuscarora
3890	Twana
3900	Upland Yuman
3910	Upper Chehalis
3920	Upper Chinook
3930	Upper Kuskokwim
3940	Upper Tanana
3950	Upriver Yuman
3960	Ute

3970	Walapai
3980	Wappo
3990	Washo
4000	Wichita
4010	Winnebago
4020	Wintun
4030	Wiyot
4040	Wyandot
4050	Yaqui
4060	Yavapai
4070	Yuchi
4080	Yuki
4090	Yuma
4100	Yupik, Central
4110	Yupik, Central Siberian
4120	Yupik, Pacific Gulf
4130	Yurok
4140	Zapoteco, Yalalag
4150	Zapoteco, Yatzachi
4160	Zuni

Appendix H

LIST OF OCCUPATIONAL GROUPS AND CODES[1]

11-0000 Management Occupations

11-1000 Top Executives
- 11-1010 Chief Executives
- 11-1020 General and Operations Managers
- 11-1030 Legislators

11-2000 Advertising, Marketing, Promotions, Public Relations, and Sales Managers
- 11-2010 Advertising and Promotions Managers
- 11-2020 Marketing and Sales Managers
- 11-2030 Public Relations Managers

11-3000 Operations Specialties Managers
- 11-3010 Administrative Services Managers
- 11-3020 Computer and Information Systems Managers
- 11-3030 Financial Managers
- 11-3040 Human Resources Managers
- 11-3050 Industrial Production Managers
- 11-3060 Purchasing Managers
- 11-3070 Transportation, Storage, and Distribution Managers

11-9000 Other Management Occupations
- 11-9010 Agricultural Managers
- 11-9020 Construction Managers
- 11-9030 Education Administrators
- 11-9040 Engineering Managers
- 11-9050 Food Service Managers
- 11-9060 Funeral Directors
- 11-9070 Gaming Managers
- 11-9080 Lodging Managers
- 11-9110 Medical and Health Services Managers
- 11-9120 Natural Sciences Managers
- 11-9130 Postmasters and Mail Superintendents
- 11-9140 Property, Real Estate, and Community Association Managers
- 11-9150 Social and Community Service Managers
- 11-9190 Miscellaneous Managers

13-0000 Business and Financial Operations Occupations

13-1000 Business Operations Specialists
- 13-1010 Agents and Business Managers of Artists, Performers, and Athletes
- 13-1020 Buyers and Purchasing Agents
- 13-1030 Claims Adjusters, Appraisers, Examiners, and Investigators
- 13-1040 Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation
- 13-1050 Cost Estimators
- 13-1060 Emergency Management Specialists

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[1] This list is entirely derived from the *Standard Occupational Classification*, published by the Bureau of Labor Statistics. [http://www.bls.gov/soc/soc%5Fhome.htm] It was last updated in October 1999.

13-1070 Human Resources, Training, and Labor Relations Specialists
13-1080 Logisticians
13-1110 Management Analysts
13-1120 Meeting and Convention Planners
13-1190 Miscellaneous Business Operations Specialists

13-2000 Financial Specialists
13-2010 Accountants and Auditors
13-2020 Appraisers and Assessors of Real Estate
13-2030 Budget Analysts
13-2040 Credit Analysts
13-2050 Financial Analysts and Advisors
13-2060 Financial Examiners
13-2070 Loan Counselors and Officers
13-2080 Tax Examiners, Collectors, Preparers, and Revenue Agents
13-2090 Miscellaneous Financial Specialists

15-0000 Computer and Mathematical Occupations

15-1000 Computer Specialists
15-1010 Computer and Information Scientists, Research
15-1020 Computer Programmers
15-1030 Computer Software Engineers
15-1040 Computer Support Specialists
15-1050 Computer Systems Analysts
15-1060 Database Administrators
15-1070 Network and Computer Systems Administrators
15-1080 Network Systems and Data Communications Analysts
15-1090 Miscellaneous Computer Specialists

15-2000 Mathematical Scientists
15-2010 Actuaries
15-2020 Mathematicians
15-2030 Operations Research Analysts
15-2040 Statisticians
15-2090 Miscellaneous Mathematical Scientists

15-3000 Mathematical Technicians
15-3010 Mathematical Technicians

17-0000 Architecture and Engineering Occupations

17-1000 Architects, Surveyors, and Cartographers
17-1010 Architects, Except Naval
17-1020 Surveyors, Cartographers, and Photogrammetrists

17-2000 Engineers
17-2010 Aerospace Engineers
17-2020 Agricultural Engineers
17-2030 Biomedical Engineers
17-2040 Chemical Engineers
17-2050 Civil Engineers
17-2060 Computer Hardware Engineers
17-2070 Electrical and Electronics Engineers
17-2080 Environmental Engineers
17-2110 Industrial Engineers, Including Health and Safety

17-2120 Marine Engineers and Naval Architects
17-2130 Materials Engineers
17-2140 Mechanical Engineers
17-2150 Mining and Geological Engineers, Including Mining Safety Engineers
17-2160 Nuclear Engineers
17-2170 Petroleum Engineers
17-2190 Miscellaneous Engineers

17-3000 Drafters, Engineering, and Mapping Technicians
17-3010 Drafters
17-3020 Engineering Technicians, Except Drafters
17-3030 Surveying and Mapping Technicians

19-0000 Life, Physical, and Social Science Occupations

19-1000 Life Scientists
19-1010 Agricultural and Food Scientists
19-1020 Biological Scientists
19-1030 Conservation Scientists and Foresters
19-1040 Medical Scientists
19-1090 Miscellaneous Life Scientists
19-2000 Physical Scientists
19-2010 Astronomers and Physicists
19-2020 Atmospheric and Space Scientists
19-2030 Chemists and Materials Scientists
19-2040 Environmental Scientists and Geoscientists
19-2090 Miscellaneous Physical Scientists

19-3000 Social Scientists and Related Workers
19-3010 Economists
19-3020 Market and Survey Researchers
19-3030 Psychologists
19-3040 Sociologists
19-3050 Urban and Regional Planners
19-3090 Miscellaneous Social Scientists and Related Workers

19-4000 Life, Physical, and Social Science Technicians
19-4010 Agricultural and Food Science Technicians
19-4020 Biological Technicians
19-4030 Chemical Technicians
19-4040 Geological and Petroleum Technicians
19-4050 Nuclear Technicians
19-4060 Social Science Research Assistants
19-4090 Miscellaneous Life, Physical, and Social Science Technicians

21-0000 Community and Social Services Occupations

21-1000 Counselors, Social Workers, and Other Community and Social Service Specialists
21-1010 Counselors
21-1020 Social Workers
21-1090 Miscellaneous Community and Social Service Specialists

21-2000 Religious Workers
21-2010 Clergy
21-2020 Directors, Religious Activities and Education
21-2090 Miscellaneous Religious Workers

23-0000	**Legal Occupations**
23-1000	Lawyers, Judges, and Related Workers 23-1010 Lawyers 23-1020 Judges, Magistrates, and Other Judicial Workers
23-2000	Legal Support Workers 23-2010 Paralegals and Legal Assistants 23-2090 Miscellaneous Legal Support Workers
25-0000	**Education, Training, and Library Occupations**
25-1000	Postsecondary Teachers 25-1010 Business Teachers, Postsecondary 25-1020 Math and Computer Teachers, Postsecondary 25-1030 Engineering and Architecture Teachers, Postsecondary 25-1040 Life Sciences Teachers, Postsecondary 25-1050 Physical Sciences Teachers, Postsecondary 25-1060 Social Sciences Teachers, Postsecondary 25-1070 Health Teachers, Postsecondary 25-1080 Education and Library Science Teachers, Postsecondary 25-1110 Law, Criminal Justice, and Social Work Teachers, Postsecondary 25-1120 Arts, Communications, and Humanities Teachers, Postsecondary 25-1190 Miscellaneous Postsecondary Teachers
25-2000	Primary, Secondary, and Special Education School Teachers 25-2010 Preschool and Kindergarten Teachers 25-2020 Elementary and Middle School Teachers 25-2030 Secondary School Teachers 25-2040 Special Education Teachers
25-3000	Other Teachers and Instructors 25-3010 Adult Literacy, Remedial Education, and GED Teachers and Instructors 25-3020 Self-Enrichment Education Teachers 25-3090 Miscellaneous Teachers and Instructors
25-4000	Librarians, Curators, and Archivists 25-4010 Archivists, Curators, and Museum Technicians 25-4020 Librarians 25-4030 Library Technicians
25-9000	Other Education, Training, and Library Occupations 25-9010 Audio-Visual Collections Specialists 25-9020 Farm and Home Management Advisors 25-9030 Instructional Coordinators 25-9040 Teacher Assistants 25-9090 Miscellaneous Education, Training, and Library Workers
27-0000	**Arts, Design, Entertainment, Sports, and Media Occupations**
27-1000	Art and Design Workers 27-1010 Artists and Related Workers 27-1020 Designers

27-2000 Entertainers and Performers, Sports and Related Workers
- 27-2010 Actors, Producers, and Directors
- 27-2020 Athletes, Coaches, Umpires, and Related Workers
- 27-2030 Dancers and Choreographers
- 27-2040 Musicians, Singers, and Related Workers
- 27-2090 Miscellaneous Entertainers and Performers, Sports and Related Workers

27-3000 Media and Communication Workers
- 27-3010 Announcers
- 27-3020 News Analysts, Reporters and Correspondents
- 27-3030 Public Relations Specialists
- 27-3040 Writers and Editors
- 27-3090 Miscellaneous Media and Communication Workers

27-4000 Media and Communication Equipment Workers
- 27-4010 Broadcast and Sound Engineering Technicians and Radio Operators
- 27-4020 Photographers
- 27-4030 Television, Video, and Motion Picture Camera Operators and Editors
- 27-4090 Miscellaneous Media and Communication Equipment Workers

29-0000 Healthcare Practitioners and Technical Occupations

29-1000 Health Diagnosing and Treating Practitioners
- 29-1010 Chiropractors
- 29-1020 Dentists
- 29-1030 Dietitians and Nutritionists
- 29-1040 Optometrists
- 29-1050 Pharmacists
- 29-1060 Physicians and Surgeons
- 29-1070 Physician Assistants
- 29-1080 Podiatrists
- 29-1110 Registered Nurses
- 29-1120 Therapists
- 29-1130 Veterinarians
- 29-1190 Miscellaneous Health Diagnosing and Treating Practitioners

29-2000 Health Technologists and Technicians
- 29-2010 Clinical Laboratory Technologists and Technicians
- 29-2020 Dental Hygienists
- 29-2030 Diagnostic Related Technologists and Technicians
- 29-2040 Emergency Medical Technicians and Paramedics
- 29-2050 Health Diagnosing and Treating Practitioner Support Technicians
- 29-2060 Licensed Practical and Licensed Vocational Nurses
- 29-2070 Medical Records and Health Information Technicians
- 29-2080 Opticians, Dispensing
- 29-2090 Miscellaneous Health Technologists and Technicians

29-9000 Other Healthcare Practitioners and Technical Occupations
- 29-9010 Occupational Health and Safety Specialists and Technicians
- 29-9090 Miscellaneous Health Practitioners and Technical Workers

31-0000 Healthcare Support Occupations

31-1000 Nursing, Psychiatric, and Home Health Aides
- 31-1010 Nursing, Psychiatric, and Home Health Aides

31-2000	Occupational and Physical Therapist Assistants and Aides
	31-2010 Occupational Therapist Assistants and Aides
	31-2020 Physical Therapist Assistants and Aides
31-9000	Other Healthcare Support Occupations
	31-9010 Massage Therapists
	31-9090 Miscellaneous Healthcare Support Occupations
33-0000	**Protective Service Occupations**
33-1000	First-Line Supervisors/Managers, Protective Service Workers
	33-1010 First-Line Supervisors/Managers, Law Enforcement Workers
	33-1020 First-Line Supervisors/Managers, Fire Fighting and Prevention Workers
	33-1090 Miscellaneous First-Line Supervisors/Managers, Protective Service Workers
33-2000	Fire Fighting and Prevention Workers
	33-2010 Fire Fighters
	33-2020 Fire Inspectors
33-3000	Law Enforcement Workers
	33-3010 Bailiffs, Correctional Officers, and Jailers
	33-3020 Detectives and Criminal Investigators
	33-3030 Fish and Game Wardens
	33-3040 Parking Enforcement Workers
	33-3050 Police Officers
33-9000	Other Protective Service Workers
	33-9010 Animal Control Workers
	33-9020 Private Detectives and Investigators
	33-9030 Security Guards and Gaming Surveillance Officers
	33-9090 Miscellaneous Protective Service Workers
35-0000	**Food Preparation and Serving Related Occupations**
35-1000	Supervisors, Food Preparation and Serving Workers
	35-1010 First-Line Supervisors/Managers, Food Preparation and Serving Workers
35-2000	Cooks and Food Preparation Workers
	35-2010 Cooks
	35-2020 Food Preparation Workers
35-3000	Food and Beverage Serving Workers
	35-3010 Bartenders
	35-3020 Fast Food and Counter Workers
	35-3030 Waiters and Waitresses
	35-3040 Food Servers, Nonrestaurant
35-9000	Other Food Preparation and Serving Related Workers
	35-9010 Dining Room and Cafeteria Attendants and Bartender Helpers
	35-9020 Dishwashers
	35-9030 Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop
	35-9090 Miscellaneous Food Preparation and Serving Related Workers
37-0000	**Building and Grounds Cleaning and Maintenance Occupations**

37-1000	Supervisors, Building and Grounds Cleaning and Maintenance Workers
	37-1010 First-Line Supervisors/Managers, Building and Grounds Cleaning and Maintenance Workers
37-2000	Building Cleaning and Pest Control Workers
	37-2010 Building Cleaning Workers
	37-2020 Pest Control Workers
37-3000	Grounds Maintenance Workers
	37-3010 Grounds Maintenance Workers
39-0000	**Personal Care and Service Occupations**
39-1000	Supervisors, Personal Care and Service Workers
	39-1010 First-Line Supervisors/Managers of Gaming Workers
	39-1020 First-Line Supervisors/Managers of Personal Service Workers
39-2000	Animal Care and Service Workers
	39-2010 Animal Trainers
	39-2020 Nonfarm Animal Caretakers
39-3000	Entertainment Attendants and Related Workers
	39-3010 Gaming Services Workers
	39-3020 Motion Picture Projectionists
	39-3030 Ushers, Lobby Attendants, and Ticket Takers
	39-3090 Miscellaneous Entertainment Attendants and Related Workers
39-4000	Funeral Service Workers
	39-4010 Embalmers
	39-4020 Funeral Attendants
39-5000	Personal Appearance Workers
	39-5010 Barbers and Cosmetologists
	39-5090 Miscellaneous Personal Appearance Workers
39-6000	Transportation, Tourism, and Lodging Attendants
	39-6010 Baggage Porters, Bellhops, and Concierges
	39-6020 Tour and Travel Guides
	39-6030 Transportation Attendants
39-9000	Other Personal Care and Service Workers
	39-9010 Child Care Workers
	39-9020 Personal and Home Care Aides
	39-9030 Recreation and Fitness Workers
	39-9040 Residential Advisors
	39-9090 Miscellaneous Personal Care and Service Workers
41-0000	**Sales and Related Occupations**
41-1000	Supervisors, Sales Workers
	41-1010 First-Line Supervisors/Managers, Sales Workers
41-2000	Retail Sales Workers
	41-2010 Cashiers
	41-2020 Counter and Rental Clerks and Parts Salespersons
	41-2030 Retail Salespersons

41-3000 Sales Representatives, Services
41-3010 Advertising Sales Agents
41-3020 Insurance Sales Agents
41-3030 Securities, Commodities, and Financial Services Sales Agents
41-3040 Travel Agents
41-3090 Miscellaneous Sales Representatives, Services

41-4000 Sales Representatives, Wholesale and Manufacturing
41-4010 Sales Representatives, Wholesale and Manufacturing

41-9000 Other Sales and Related Workers
41-9010 Models, Demonstrators, and Product Promoters
41-9020 Real Estate Brokers and Sales Agents
41-9030 Sales Engineers
41-9040 Telemarketers
41-9090 Miscellaneous Sales and Related Workers

43-0000 Office and Administrative Support Occupations

43-1000 Supervisors, Office and Administrative Support Workers
43-1010 First-Line Supervisors/Managers of Office and Administrative Support Workers

43-2000 Communications Equipment Operators
43-2010 Switchboard Operators, Including Answering Service
43-2020 Telephone Operators
43-2090 Miscellaneous Communications Equipment Operators

43-3000 Financial Clerks
43-3010 Bill and Account Collectors
43-3020 Billing and Posting Clerks and Machine Operators
43-3030 Bookkeeping, Accounting, and Auditing Clerks
43-3040 Gaming Cage Workers
43-3050 Payroll and Timekeeping Clerks
43-3060 Procurement Clerks
43-3070 Tellers

43-4000 Information and Record Clerks
43-4010 Brokerage Clerks
43-4020 Correspondence Clerks
43-4030 Court, Municipal, and License Clerks
43-4040 Credit Authorizers, Checkers, and Clerks
43-4050 Customer Service Representatives
43-4060 Eligibility Interviewers, Government Programs
43-4070 File Clerks
43-4080 Hotel, Motel, and Resort Desk Clerks
43-4110 Interviewers, Except Eligibility and Loan
43-4120 Library Assistants, Clerical
43-4130 Loan Interviewers and Clerks
43-4140 New Accounts Clerks
43-4150 Order Clerks
43-4160 Human Resources Assistants, Except Payroll and Timekeeping
43-4170 Receptionists and Information Clerks
43-4180 Reservation and Transportation Ticket Agents and Travel Clerks
43-4190 Miscellaneous Information and Record Clerks

43-5000	Material Recording, Scheduling, Dispatching, and Distributing Workers
	43-5010 Cargo and Freight Agents
	43-5020 Couriers and Messengers
	43-5030 Dispatchers
	43-5040 Meter Readers, Utilities
	43-5050 Postal Service Workers
	43-5060 Production, Planning, and Expediting Clerks
	43-5070 Shipping, Receiving, and Traffic Clerks
	43-5080 Stock Clerks and Order Fillers
	43-5110 Weighers, Measurers, Checkers, and Samplers, Recordkeeping
43-6000	Secretaries and Administrative Assistants
	43-6010 Secretaries and Administrative Assistants
43-9000	Other Office and Administrative Support Workers
	43-9010 Computer Operators
	43-9020 Data Entry and Information Processing Workers
	43-9030 Desktop Publishers
	43-9040 Insurance Claims and Policy Processing Clerks
	43-9050 Mail Clerks and Mail Machine Operators, Except Postal Service
	43-9060 Office Clerks, General
	43-9070 Office Machine Operators, Except Computer
	43-9080 Proofreaders and Copy Markers
	43-9110 Statistical Assistants
	43-9190 Miscellaneous Office and Administrative Support Workers
45-0000	**Farming, Fishing, and Forestry Occupations**
45-1000	Supervisors, Farming, Fishing, and Forestry Workers
	45-1010 First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers
	45-2000 Agricultural Workers
	45-2010 Agricultural Inspectors
	45-2020 Animal Breeders
	45-2030 Farm Labor Contractors
	45-2040 Graders and Sorters, Agricultural Products
	45-2090 Miscellaneous Agricultural Workers
45-3000	Fishing and Hunting Workers
	45-3010 Fishers and Related Fishing Workers
	45-3020 Hunters and Trappers
45-4000	Forest, Conservation, and Logging Workers
	45-4010 Forest and Conservation Workers
	45-4020 Logging Workers
45-9000	Other Farming, Fishing, and Forestry Workers
	45-9090 Miscellaneous Farming, Fishing, and Forestry Workers
47-0000	**Construction and Extraction Occupations**
47-1000	Supervisors, Construction and Extraction Workers
	47-1010 First-Line Supervisors/Managers of Construction Trades and Extraction Workers

47-2000 Construction Trades Workers
47-2010 Boilermakers
47-2020 Brickmasons, Blockmasons, and Stonemasons
47-2030 Carpenters
47-2040 Carpet, Floor, and Tile Installers and Finishers
47-2050 Cement Masons, Concrete Finishers, and Terrazzo Workers
47-2060 Construction Laborers
47-2070 Construction Equipment Operators
47-2080 Drywall Installers, Ceiling Tile Installers, and Tapers
47-2110 Electricians
47-2120 Glaziers
47-2130 Insulation Workers
47-2140 Painters and Paperhangers
47-2150 Pipelayers, Plumbers, Pipefitters, and Steamfitters
47-2160 Plasterers and Stucco Masons
47-2170 Reinforcing Iron and Rebar Workers
47-2180 Roofers
47-2210 Sheet Metal Workers
47-2220 Structural Iron and Steel Workers

47-3000 Helpers, Construction Trades
47-3010 Helpers, Construction Trades

47-4000 Other Construction and Related Workers
47-4010 Construction and Building Inspectors
47-4020 Elevator Installers and Repairers
47-4030 Fence Erectors
47-4040 Hazardous Materials Removal Workers
47-4050 Highway Maintenance Workers
47-4060 Rail-Track Laying and Maintenance Equipment Operators
47-4070 Septic Tank Servicers and Sewer Pipe Cleaners
47-4090 Miscellaneous Construction and Related Workers

47-5000 Extraction Workers
47-5010 Derrick, Rotary Drill, and Service Unit Operators, Oil, Gas, and Mining
47-5020 Earth Drillers, Except Oil and Gas
47-5030 Explosives Workers, Ordnance Handling Experts, and Blasters
47-5040 Mining Machine Operators
47-5050 Rock Splitters, Quarry
47-5060 Roof Bolters, Mining
47-5070 Roustabouts, Oil and Gas
47-5080 Helpers--Extraction Workers
47-5090 Miscellaneous Extraction Workers

49-0000 Installation, Maintenance, and Repair Occupations

49-1000 Supervisors of Installation, Maintenance, and Repair Workers
49-1010 First-Line Supervisors/Managers of Mechanics, Installers, and Repairers

49-2000 Electrical and Electronic Equipment Mechanics, Installers, and Repairers
49-2010 Computer, Automated Teller, and Office Machine Repairers
49-2020 Radio and Telecommunications Equipment Installers and Repairers
49-2090 Miscellaneous Electrical and Electronic Equipment Mechanics, Installers, and Repairers

49-3000	Vehicle and Mobile Equipment Mechanics, Installers, and Repairers
	49-3010 Aircraft Mechanics and Service Technicians
	49-3020 Automotive Technicians and Repairers
	49-3030 Bus and Truck Mechanics and Diesel Engine Specialists
	49-3040 Heavy Vehicle and Mobile Equipment Service Technicians and Mechanics
	49-3050 Small Engine Mechanics
	49-3090 Miscellaneous Vehicle and Mobile Equipment Mechanics, Installers, and Repairers
49-9000	Other Installation, Maintenance, and Repair Occupations
	49-9010 Control and Valve Installers and Repairers
	49-9020 Heating, Air Conditioning, and Refrigeration Mechanics and Installers
	49-9030 Home Appliance Repairers
	49-9040 Industrial Machinery Installation, Repair, and Maintenance Workers
	49-9050 Line Installers and Repairers
	49-9060 Precision Instrument and Equipment Repairers
	49-9090 Miscellaneous Installation, Maintenance, and Repair Workers
51-0000	**Production Occupations**
51-1000	Supervisors, Production Workers
	51-1010 First-Line Supervisors/Managers of Production and Operating Workers
51-2000	Assemblers and Fabricators
	51-2010 Aircraft Structure, Surfaces, Rigging, and Systems Assemblers
	51-2020 Electrical, Electronics, and Electromechanical Assemblers
	51-2030 Engine and Other Machine Assemblers
	51-2040 Structural Metal Fabricators and Fitters
	51-2090 Miscellaneous Assemblers and Fabricators
51-3000	Food Processing Workers
	51-3010 Bakers
	51-3020 Butchers and Other Meat, Poultry, and Fish Processing Workers
	51-3090 Miscellaneous Food Processing Workers
51-4000	Metal Workers and Plastic Workers
	51-4010 Computer Control Programmers and Operators
	51-4020 Forming Machine Setters, Operators, and Tenders, Metal and Plastic
	51-4030 Machine Tool Cutting Setters, Operators, and Tenders, Metal and Plastic
	51-4040 Machinists
	51-4050 Metal Furnace and Kiln Operators and Tenders
	51-4060 Model Makers and Patternmakers, Metal and Plastic
	51-4070 Molders and Molding Machine Setters, Operators, and Tenders, Metal and Plastic
	51-4080 Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic
	51-4110 Tool and Die Makers
	51-4120 Welding, Soldering, and Brazing Workers
	51-4190 Miscellaneous Metalworkers and Plastic Workers
51-5000	Printing Workers
	51-5010 Bookbinders and Bindery Workers
	51-5020 Printers
51-6000	Textile, Apparel, and Furnishings Workers
	51-6010 Laundry and Dry-Cleaning Workers
	51-6020 Pressers, Textile, Garment, and Related Materials
	51-6030 Sewing Machine Operators
	51-6040 Shoe and Leather Workers

51-6050 Tailors, Dressmakers, and Sewers
51-6060 Textile Machine Setters, Operators, and Tenders
51-6090 Miscellaneous Textile, Apparel, and Furnishings Workers

51-7000 Woodworkers
51-7010 Cabinetmakers and Bench Carpenters
51-7020 Furniture Finishers
51-7030 Model Makers and Patternmakers, Wood
51-7040 Woodworking Machine Setters, Operators, and Tenders
51-7090 Miscellaneous Woodworkers

51-8000 Plant and System Operators
51-8010 Power Plant Operators, Distributors, and Dispatchers
51-8020 Stationary Engineers and Boiler Operators
51-8030 Water and Liquid Waste Treatment Plant and System Operators
51-8090 Miscellaneous Plant and System Operators

51-9000 Other Production Occupations
51-9010 Chemical Processing Machine Setters, Operators, and Tenders
51-9020 Crushing, Grinding, Polishing, Mixing, and Blending Workers
51-9030 Cutting Workers
51-9040 Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders
51-9050 Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders
51-9060 Inspectors, Testers, Sorters, Samplers, and Weighers
51-9070 Jewelers and Precious Stone and Metal Workers
51-9080 Medical, Dental, and Ophthalmic Laboratory Technicians
51-9110 Packaging and Filling Machine Operators and Tenders
51-9120 Painting Workers
51-9130 Photographic Process Workers and Processing Machine Operators
51-9140 Semiconductor Processors
51-9190 Miscellaneous Production Workers

53-0000 Transportation and Material Moving Occupations

53-1000 Supervisors, Transportation and Material Moving Workers
53-1010 Aircraft Cargo Handling Supervisors
53-1020 First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers, Hand
53-1030 First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators

53-2000 Air Transportation Workers
53-2010 Aircraft Pilots and Flight Engineers
53-2020 Air Traffic Controllers and Airfield Operations Specialists

53-3000 Motor Vehicle Operators
53-3010 Ambulance Drivers and Attendants, Except Emergency Medical Technicians
53-3020 Bus Drivers
53-3030 Driver/Sales Workers and Truck Drivers
53-3040 Taxi Drivers and Chauffeurs
53-3090 Miscellaneous Motor Vehicle Operators

53-4000 Rail Transportation Workers
53-4010 Locomotive Engineers and Operators
53-4020 Railroad Brake, Signal, and Switch Operators
53-4030 Railroad Conductors and Yardmasters

53-4040 Subway and Streetcar Operators
53-4090 Miscellaneous Rail Transportation Workers

53-5000 Water Transportation Workers
53-5010 Sailors and Marine Oilers
53-5020 Ship and Boat Captains and Operators
53-5030 Ship Engineers

53-6000 Other Transportation Workers
53-6010 Bridge and Lock Tenders
53-6020 Parking Lot Attendants
53-6030 Service Station Attendants
53-6040 Traffic Technicians
53-6050 Transportation Inspectors
53-6090 Miscellaneous Transportation Workers

53-7000 Material Moving Workers
53-7010 Conveyor Operators and Tenders
53-7020 Crane and Tower Operators
53-7030 Dredge, Excavating, and Loading Machine Operators
53-7040 Hoist and Winch Operators
53-7050 Industrial Truck and Tractor Operators
53-7060 Laborers and Material Movers, Hand
53-7070 Pumping Station Operators
53-7080 Refuse and Recyclable Material Collectors
53-7110 Shuttle Car Operators
53-7120 Tank Car, Truck, and Ship Loaders
53-7190 Miscellaneous Material Moving Workers

55-0000 Military Specific Occupations

55-1000 Military Officer Special and Tactical Operations Leaders/Managers
55-1010 Military Officer Special and Tactical Operations Leaders/Managers

55-2000 First-Line Enlisted Military Supervisor/Managers
55-2010 First-Line Enlisted Military Supervisors/Managers

55-3000 Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members
55-3010 Military Enlisted Tactical Operations and Air/Weapons Specialists and Crew Members

Appendix I

MEDICAL CONDITION TYPES AND CODES

International Classification of Diseases[1]

000	Unspecified Health Problem
007.1	Giardiasis
034.0	Strep Sore Throat
042.044	Human Immuno Deficiency Virus (HIV) Infection
052	Chicken Pox
052.9	Varicella Uncomplicated
078.1	Viral Warts
079.9	Viral Infection Nos
110.4	Dermatophytosis of Foot
110.9	Dermatophytosis Site Nos
127.4	Enterobiasis
129	Intestine Parasitism Nos
130	Toxoplasmosis
130.0	Toxoplasma Meningoenceph
132.0	Pediculus Capitis
133.0	Scabies
278.0	Obesity
280.9	Iron Defic Anemia Nos
281.9	Deficiency Anemia Nos
285.9	Anemia Nos
314.9	Hyperkinetic Synd Nos
343.9	Cerebral Palsy Nos
345.9	Epilepsy Nos
367	Disorders of Refraction
367.0	Hypermetropia
367.1	Myopia
367.2	Astigmatism
367.20	Astigmatism Nos
367.9	Refraction Disorder Nos
368	Visual Disturbances
368.0	Amblyopia Ex Anopsia
368.00	Amblyopia Nos
368.59	Color Deficiency Nec
368.9	Visual Disturbance Nos
372.0	Acute Conjuctivitis
372.30	Conjunctivitis Nos
378.0	Esotropia
378.9	Eye Movement Disorder Nos
380.1	Infective Otitis Externa
380.4	Impacted Cerumen
381	Nonsuppur Otitis Media
381.0	AC Nonsup Otitis Media
381.01	AC Serous Otitis Media
381.3	CHR Nonsup OM Nos/Nec
381.4	Nonsupp Otitis Media Nos
382	Otitis Media Suppur/Nos
382.0	AC Suppur Otitis Media
382.4	Suppur Otitis Media
382.9	Otitis Media Nos
384.2	Perforation Tympan Memb
389	Hearing Loss
389.1	Sensorineural Hear Loss
389.9	Hearing Loss Nos
401.9	Hypertension Nos
460	Acute Nasopharyngitis
461.9	Acute Sinusitis Nos
462	Acute Pharyngitis
463	Acute Tonsillitis
465.9	Acute URI Nos
466.0	Acute Bronchitis
472.0	Chronic Rhinitis
474.0	Chronic Tonsils
474.1	T A Hypertrophy
474.10	Hypertrophy T and A
474.11	Hypertrophy Tonsils
477	Allergic Rhinitis
477.9	Allergic Rhinitis Nos
486	Pneumonia, Organism Nos
487.1	Flu W Resp Manifest Nec
490	Bronchitis Nos
493.9	Asthma Nos
520.6	Tooth Eruption Disturb
521	Hard Tissue Dis of Teeth
521.0	Dental Caries
522.2	Periapical Abcess
523.0	Acute Gingivitis
523.6	Accretions on Teeth
524.3	Tooth Position Anomoly
524.4	Malocclusion Nos
525.1	Loss of Teeth, Acquired
525.9	Dental Disorder Nos
558.9	Nonif Gastroenteric Nec
573.3	Hepatitis Nos
599.0	Urin Tract Infection Nos
599.7	Hematuria

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[1] The full listing of the Fifth Edition of the Ninth Revision of the International Classification of Diseases (ICD-9-1994) is available at the U.S. Department of Energy's Comprehensive Epidemiologic Data Resource (CEDR) web site. The Tenth Revision of the publication (ICD-10) is now available for ordering from the World Health Organization (WHO). [http://www.who.org]

684	Impetigo
692.9	Dermatitis Nos
693.1	Dermat D/T Food Ingest
706.1	Acne Nec
729.5	Pain in Limb
737.30	Idiopathic Scoliosis
752.5	Undescended Testicle
780.3	Convolutions
780.6	Pyrexia Unknown Origin
783.4	Lack Normal Physiol Devel
784.0	Headache
784.5	Speech Disturbance Nec
784.7	Epistaxis
785.2	Cardiac Murmurs Nec
785.6	Enlargement Lymph Nodes
788.3	Incontinence of Urine
789	Oth Abdomen/Pelvis Symp
789.0	Abdominal Pain
791	Abnormal Urine Findings
791.0	Proteinuria
795.5	Tuberculin Test Reaction
799.9	Unkn Cause Morb/Mort Nec
813	Radius Ulna Fracture
911.0	Abrasion Trunk
984.9	Tox Eff Lead Compnd Nos
989.5	Toxic Effect Venom
995.2	Adv Eff Med/Biol Sub Nos
995.3	Allergy, unspecified
V03.1	Vaccine-Typhoid-Parathyroid
V03.2	Vaccine forTuberculosis
V03.6	Vaccine for Pertussis
V03.7	Tetanus Toxoid Inoculant
V03.8	Vaccine for Bact Dis Nec
V04.01	Polio Oral
V04.02	Polio Immunization
V04.1	Vaccine for Smallpox
V04.2	Vaccine for Measles
V04.3	Vaccine for Rubella
V04.6	Vaccine for Mumps
V04.8	Vaccine for Influenza
V06.1	Vaccine for DTP
V06.12	TD
V06.3	Vaccine for DTP + Polio
V06.4	Vac-Measle-Mumps-Rubella
V06.8	Vac-Dis Combinations Nec
V10	HX of Malignant Neoplasm
V12	HX of Disease Nec
V12.0	HX-Infect/Parasitic Dis
V12.01	Measles
V12.02	Rubella
V12.03	Mumps
V12.04	Chicken Pox
V12.05	Whooping Cough
V12.06	TB
V12.21	Diabetes
V12.3	HX-Blood Diseases
V12.4	HX-Nerv Sys/Sens Org Dis
V12.41	Epilepsy
V12.5	HX-Circulatory Sys Dis
V12.51	Rheumatic Fever
V12.6	HX-Respiratory Sys Dis
V12.7	HX of GI Disease
V13	HX of Other Diseases
V13.0	HX-Urinary System Disord
V14	HX of Drug Allergy
V14.0	HX-Penicillin Allergy
V15	Oth HX of Health Hazards
V15.0	HX of Allergy Nec
V15.2	HX-Major Organ Surg Nec
V15.5	HX of Injury
V15.8	HX-Other Health Hazards
V16	Family HX-Malignancy
V17	Family HX-Chr Disabling Dis
V17.1	Family HX-Stroke
V17.2	Family HX-Neurolog Dis Nec
V17.21	Epilepsy
V17.3	Fam HX-Ischem Heart Dis
V17.4	Fam HX-Cardiovas Dis Nec
V17.41	Hypertension
V17.5	Family HX-Asthma
V17.6	Fam HX-Chr Resp Cond Nec
V17.7	Family HX-Arthritis
V18.0	Family HX-Diabetes Mellitus
V18.3	Family HX-Anemia
V18.4	Family HX-Mental Retardant
V18.5	Family HX-GI Disorders
V18.6	Family HX-Kidney Disease
V18.8	Family HX-Infect/Parasit Dis
V19.0	Family HX-Blindnes
V19.2	Family HX-Deafness
V19.4	Family HX-Skin Condition
V19.5	Fam HX-Congen Anomalies
V19.6	Family HX-Allergic Dis
V20	Health Supervision Child
V20.2	Routine Child Health Exam
V20.3	Med Exam Nec-Admin Purp
V22.2	Pregnant State
V70.5	Health Exam-Group Survey
V71	Observation-Suspect Cond
V71.2	Observ-Suspect TB
V72	Special Examinations
V72.0	Eye Vision Examination
V72.1	Ear Hearing Exam
V72.2	Dental Examination
V72.8	Examination Nec
V72.80	Height
V72.81	Weight
V74.1	Screening-Pulmonary TB
V75.8	Screen-Parasitic Dis Nec
V78.0	Screen-Iron Defic Anemia
V78.2	Screen-Sickle Cell Dis
V79.3	Screen-Development Prob

V81.1	Screen for Hypertension
V81.51	Urinalysis (Dipstick)
V82.0	Screen for Skin Cond
V82.5	Screen-Contamination Nec
V82.81	Scoliosis

Current Procedural Terminology[2]

00120	Anesthesia for Ear Surgery
01230	Anesthesia, Surgery of Femur
10060	Drainage of Skin Abscess
12001	Repair Superficial Wound(s)
22899	Spine Surgery Procedures
29065	Application of Long Arm Cast
29075	Application of Forearm Cast
29405	Apply Short Leg Cast
36430	Blood Transfusion Service
50760	Fusion of Ureters
69210	Remove Impacted Ear Wax
69420	Incision of Eardrum
69436	Create Eardrum Openings
70250	X-ray Exam of Skull
70470	Contrast CAT Scans of Head
71010	X-ray Exam of Chest
72110	X-ray Exam of Lower Spine
73000	X-ray Exam of Collarbone
73060	X-ray Exam of Humerus
73090	X-ray Exam of Forearm
73100	X-ray Exam of Wrist
73120	X-ray Exam of Hand
73140	X-ray Exam of Finger(s)
73560	X-ray Exam of Lower Leg
73600	X-ray Exam of Ankle
73620	X-ray Exam of Foot
81000	Urinalysis with Microscopy
81002	Routine Urine Analysis
81005	Urinalysis
82465	Assay Serum Cholesterol
82784	Assay Gammaglobulin A/D/G/M
82947	Assay Body Fluid, Glucose
82948	Stick Assay of Blood Glucose
83018	Chromatograph Screen, Metals
83020	Assay Hemoglobin
83634	Test Blood for Lead
85014	Hematocrit
85018	Hemoglobin, Calorimetric
85022	Automated Hemogram
85031	Manual Hemogram, Complete CBC
86580	TB Patch or Intradermal Test
86585	TB Tine Test
87060	Nose/Throat Culture, Bacteria
87070	Culture Specimen, Bacteria
87072	Culture Specimen by Kit
87086	Urine Culture, Colony Count
87177	Ova and Parasites Smears
90585	BCG Immunization (TB) Percutaneous
90586	BCG Immunization (bladder) Intravesical
90701	DTP Immunization
90702	DT Immunization
90703	Tetanus Immunization
90704	Mumps Immunization
90705	Measles Immunization
90706	Rubella Immunization
90707	MMR Virus Immunization
90708	Measles-Rubella Immunization
90712	Oral Poliovirus Immunization
90718	TD Immunization
90749	Immunization Procedure
90782	Injection of Medication
90788	Injection of Antibiotic
90801	Diagnostic Interview
90865	Special Interview
90887	Consultation with Family
92002	New Eye Exam & Treatment
92004	New Eye Exam & Treatment
92012	Eye Exam & Treatment
92014	Eye Exam & Treatment
92020	Special Eye Evaluation
92081	Visual Field Examination(s)
92265	Eye Muscle Evaluation
92283	Color Vision Examination
92340	Fitting of Spectacles
92370	Repair & Adjust Spectacles
92390	Supply of Spectacles
92395	Supply of Spectacles
92502	Ear and Throat Examination
92504	Ear Microscopy Examination
92506	Speech & Hearing Evaluation
92507	Speech/Hearing Therapy
92551	Pure Tone Hearing Test, Air
92552	Pure Tone Audiometry, Air
92553	Audiometry, Air & Bone
92556	Speech Audiometry, Complete
92557	Comprehensive Audiometry
92565	Stenger Test, Pure Tone
92567	Tympanometry
92591	Hearing Aid Exam, Both Ears
93000	Electrocardiogram, Complete

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[2] Information contained in the above list is derived from the 1999 version (Revised 4th edition) of the *Physician's Current Procedural Terminology*. For information on how to purchase the entire document, please contact the American Medical Association (AMA). [http://www.ama-assn.org/med-sci/cpt/coding.htm]

93799	Cardiovascular Procedures
95819	Electroencephalogram (EEG)
96110	Developmental Test, Limited
96111	Developmental Test, Extended
96408	Intravenous Chemotherapy
99025	Initial Surgical Evaluation
99056	Non-Office Medical Services
99058	Office Emergency Care
99070	Special Supplies
99075	Medical Testimony
99078	Group Health Education
99080	Special Reports or Forms
99090	Computer Data Analysis
99199	Special Service or Report
99201	Office Visit, New, Brief
99202	Office Visit, New, Limited
99203	Office Visit, New, Intermediate
99204	Office Visit, New, Extended
99205	Office Visit, New, Comprehensive
99211	Office Visit, Brief
99212	Office Visit, Limited
99213	Office Visit, Intermediate
99214	Office Visit, Extended
99215	Office Visit, Comprehensive
99221	Hospital Care, New, Brief
99222	Hospital Care, New, Intermediate
99223	Hospital Care, New, Comprehensive
99231	Hospital Visit, Limited
99232	Hospital Visit, Intermediate
99233	Hospital Visit, Extended
99241	Limited Consultation
99281	Emergency Care, Minor, Straightforward
99282	Emergency Care, Moderate, Low
99283	Emergency Care, Moderate, Moderate
99284	Emergency Care, Detailed, Moderate
99285	Emergency Care, High, High
99321	Care Facility Visit
99341	Home Visit, New, Brief
99342	Home Visit, New, Limited
99343	Home Visit, New, Intermediate
99347	Home Visit, Minimal
99348	Home Visit, Brief
99349	Home Visit, Limited
99350	Home Visit, Intermediate
99381	Initial Preventive Medicine, Infant
99382	Initial Preventive Medicine, 1-4
99383	Initial Preventive Medicine, 5-11
99384	Initial Preventive Medicine, 12-17
99385	Initial Preventive Medicine, 18-39
99386	Initial Preventive Medicine, 40-64
99387	Initial Preventive Medicine, 65 and over
99391	Periodic Preventive Medicine, Infant
99392	Periodic Preventive Medicine, 1-4
99393	Periodic Preventive Medicine, 5-11
99394	Periodic Preventive Medicine, 12-17
99395	Periodic Preventive Medicine, 18-39
99396	Periodic Preventive Medicine, 40-64
99397	Periodic Prev. Medicine, 65 and over
99499	General Medical Service
D0110	Initial Dental Exam
D0120	Periodic Dental Exam
D0130	Emergency Dental Exam
D0210	Complete Radiology Series
D0220	1 Periapical
D0230	Addition Films
D0270	Bitewing - Single Film
D0272	2 Bitewings
D0274	4 Bitewings
D0330	Panoramic
D0471	Dental - Diagnostic Photos
D1110	Adult Prophy
D1120	Child Prophy
D1220	Stann. Flu 1 Treat Exc Phoph
D1230	Fluoride Treatment
D1330	Oral Hygiene Instr.
D1340	Training-Prevent-Dental Care
D1350	Enamel Sealants
D2110	Amal. Prim. 1 Surf
D2120	Amal. Prim. 2 Surf
D2130	Amal. Prim. 3 Surf
D2131	Amalgam Deciduous 4 Surfaces
D2140	Amal. Perm. 1 Surf
D2150	Amal. Perm. 2 Surf
D2160	Amal. Perm. 3 Surf
D2161	Amalgam Perm. 4 or More Surf
D2310	Acrylic or Plastic
D2330	Composite 1 Surf
D2331	Composite 2 Surf
D2332	Composite Resin. 3 Surfaces
D2335	Composite Resin
D2750	Crown Porc./Metal
D2830	Stainless Steel
D2940	Sedative Treatment
D3110	Pulp Cap Direct
D3120	Pulp Cap Indirect
D3200	Pulpotomy Exc. Final Restor.
D3220	Vital Pulpotomy
D3310	Root Canal 1
D3330	Root Canal 3
D4220	Subging. Curet./Quad
D4340	Perio Scale, Comp
D4341	Perio S. P.
D6750	Porcelain/Metal
D7110	Extraction
D7120	Add. Extr.
D9210	Local Anesthesia
D9230	N202-02 Sedation
D9310	Dental Consultation

Appendix J

LIST OF SELECTED PROGRAMS FUNDED BY THE FEDERAL GOVERNMENT

This appendix contains an alphabetical list of selected federal programs funded by the various education and non-education agencies in the federal government. These programs provide funds and/or assistance to schools, school systems, or non-education agencies (e.g., community-based organizations) to deliver instructional and/or support services to students and children prior to school age. These services may or may not be provided in school buildings. A complete list of all federally funded domestic programs can be found in *The Catalog of Federal Domestic Assistance, 1999* prepared by the General Services Administration. An electronic version of the complete list is available on-line at **http://www.cfda.gov**. This and other documents are available through the Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402, or via the GPO web site at **http://www.access.gpo.gov/su_docs**.

Adolescent Family Life, Demonstration Projects: Promotes the establishment of innovative, comprehensive, and integrated approaches to the delivery of care services for pregnant and parenting adolescents with primary emphasis on adolescents who are under 17 years of age. Promotes abstinence from sexual relations through provision of age-appropriate education on sexuality and decision-making skills as the most effective method of preventing adolescent pregnancy and avoiding sexually transmitted diseases, including HIV/AIDS. (FEDERAL AGENCY: Office of the Secretary, Department of Health and Human Services)

Appalachian Area Development, Supplemental and Direct Grants: Helps the regional economy become more competitive by putting in place the building blocks for self-sustaining economic development, while continuing to provide special assistance to the Region's most distressed and underdeveloped counties. This program focuses on activities that support the mission of the Appalachian Regional Commission (ARC) to create opportunities for self-sustaining economic development and improved quality of life for the people of Appalachia. Activities funded must advance ARC's strategic plan. (FEDERAL AGENCY: Appalachian Regional Commission)

Bilingual Education Program, Development and Implementation Grants: Funds programs designed to develop and implement new comprehensive, coherent, and successful bilingual education or special alternative instructional programs for limited English proficient students, including programs of early childhood education, kindergarten through twelfth grade education, gifted and talented education, and vocational and applied technology education. (FEDERAL AGENCY: Office of the Director for Bilingual Education and Minority Languages Affairs, Department of Education)

Child and Adult Care Food Program: Assists states, through grants in aid and other means, in maintaining non-profit food service programs for children and elderly or impaired adults in public and private, non-profit, non-residential institutions providing care; family day care homes for children; and private for-profit centers that receive compensation under Title XX for at least 25 percent of the enrolled children, or 25 percent of licensed capacity, and under Title XIX or Title XX for at least 25 percent of the adults, who are enrolled in non-residential day care services. (FEDERAL AGENCY: Food and Nutrition Service, Department of Agriculture)

Child Welfare Services, State Grants: Establishes, extends, and strengthens child welfare services provided by the state and local public welfare agencies to enable children to remain in their own homes, or, where that is impossible, to provide alternate permanent homes for them. (FEDERAL AGENCY: Administration for Children and Families, Department of Health and Human Services)

Community Food Projects: Supports the development of community food projects designed to meet the food needs of low-income people; increase the self-reliance of communities in providing for their own needs; and promote comprehensive responses to local food, farm, and nutrition issues. (FEDERAL AGENCY: Cooperative State Research, Education, and Extension Service, Department of Agriculture)

Comprehensive Community Mental Health Services for Children with Serious Emotional Disturbances (SED): Provides community-based systems of care for children and adolescents with a serious emotional disturbance and their families. The program will ensure that services are provided collaboratively across child-serving systems; that each child or adolescent served through the program receives an individualized service plan developed with the participation of the family (and, where appropriate, the child); that each individualized plan designates a case manager to assist the child and family; and that funding is provided for mental health services required to meet the needs of youngsters in these systems. (FEDERAL AGENCY: Substance Abuse and Mental Health Services Administration, Department of Health and Human Services)

Cooperative Agreement for Drug Abuse Treatment Improvement Projects in Target Cities: Improves the quality and effectiveness of drug treatment services in targeted cities and assists in the development of drug treatment systems providing high quality, patient-oriented, coordinated, and accessible treatment that should be replicated by other cities. (FEDERAL AGENCY: Substance Abuse and Mental Health Services Administration, Public Health Service, Department of Health and Human Services)

Demonstration Cooperative Agreements for Development and Implementation of Criminal Justice Treatment Networks: Enhances drug treatment for criminal justice populations, including prisons, jails, probation and parole, juvenile institutions, as well as court diversion to treatment. Funds integrated criminal justice treatment networks made up of a consortium of criminal justice, substance abuse treatment, primary health and mental health care, and allied social services and job placement agencies. Each network will develop a strategy to link existing criminal justice-primary care-substance abuse-treatment partnerships into a comprehensive continuum of services. (FEDERAL AGENCY: Substance Abuse and Mental Health Services Administration, Department of Health and Human Services)

Demonstration Grants for the Prevention of Alcohol and Drug Abuse Among High-Risk Populations: Designed (1) to prevent the use of alcohol and substance abuse among high-risk populations; and (2) to delay or reduce the use of alcoholic beverages and tobacco products among high-risk youth populations. (FEDERAL AGENCY: Substance Abuse and Mental Health Services Administration, Public Health Service, Department of Health and Human Services)

Drug Abuse Prevention and Education Relating to Youth Gangs: Prevents and reduces the participation of youth in gangs that engage in illicit drug-related activities; promotes involvement of youth in lawful activities; prevents the abuse of drugs by youth; supports the coordination of activities of local police departments, education, employment and social service agencies; provides information on the treatment and rehabilitation options available to youth; coordinates support between schools and state and federal governments; and provides technical assistance to eligible organizations. (FEDERAL AGENCY: Family and Youth Services Bureau, Administration for Children and Families, Department of Health and Human Services)

Education for Homeless Children and Youth, Grants for State and Local Activities: Ensures that homeless children and youth have equal access to the same free, appropriate public education as other children; to provide activities for and services to ensure that these children enroll in, attend, and achieve success in school; to establish or designate an office in each State educational agency (SEA) for the coordination of education for homeless children and youth; to develop and implement programs for school personnel to heighten awareness of specific problems of homeless children and youth; and to provide grants to local educational agencies (LEAs). (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Education and Prevention to Reduce Sexual Abuse of Runaway, Homeless and Street Youth (Street Outreach Program): Provides support and services that will assist youth in moving and adjusting to a safe and appropriate living arrangement. (FEDERAL AGENCY: Administration for Children and Families, Department of Health and Human Services)

Even Start, Indian Tribes and Tribal Organizations: Helps break the cycle of poverty and illiteracy and improve the educational opportunities of low-income families through family literacy programs that integrate early childhood education, adult basic education, and parenting education. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Even Start, Migrant Education: Improves the educational opportunities of migrant families through family literacy programs that integrate early childhood education, adult literacy or adult basic education, and parenting education. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Even Start, State Education Agencies: Helps break the cycle of poverty and illiteracy, and improve the educational opportunities of low-income families, by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Federal Employment for Individuals with Disabilities (Selective Placement Program): Encourages federal agencies to provide assistance to persons with disabilities, including disabled veterans, in obtaining and retaining federal employment. (FEDERAL AGENCY: Office of Personnel Management)

Federal Summer Employment (Summer Jobs in Federal Agencies): Provides summer employment primarily for college and high school students. (FEDERAL AGENCY: Office of Personnel Management)

Foster Care, Title IV-E: Provides federal financial participation (FFP) in assistance on behalf of eligible children needing care away from their families (in foster care) who are in the placement and care of the state agency administering the program and provide FFP in the cost of proper and efficient administrative and training costs. (FEDERAL AGENCY: Administration for Children and Families, Department of Health and Human Services)

Gang-Free Schools and Communities, Community-Based Gang Intervention: Funds programs designed to prevent and to reduce the participation of juveniles in the activities of gangs that commit crimes; to develop within the juvenile adjudicatory and correctional systems new and innovative means to address the problems of juveniles convicted of serious drug-related and gang-related offenses; to provide treatment to juveniles who are members of such gangs, including members who are accused of committing a serious crime and members who have been adjudicated as being delinquent; to promote the involvement of juveniles in lawful activities in geographical areas in which gangs commit crimes; to promote and support the development of policies and activities in public elementary and secondary schools which will assist such schools in maintaining a safe environment conducive to learning; and to facilitate coordination and cooperation among: 1) local education, juvenile justice, employment, and social service agencies; and 2) community-based programs with a proven record of effectively providing intervention services to juvenile gang members for the purpose of reducing the participation of juveniles in illegal gang activities. (FEDERAL AGENCY: Office of Juvenile Justice and Delinquency provision, Department of Justice)

Head Start: Provides comprehensive health, educational, nutritional, social, and other services primarily to economically-disadvantaged preschool children, including Indian children on federally-recognized reservations, and children of migratory workers and their families; and involves parents in activities with their children so that the children will attain overall social competence. (FEDERAL AGENCY: Administration for Children and Families, Department of Health and Human Services)

Immigrant Education: Provides assistance to States for educational services and costs for immigrant children enrolled in elementary and secondary public and nonpublic schools. States provide funding to those local educational agencies (LEAs) where the enrollment of immigrant children in elementary and secondary public and nonpublic schools is at least 500 or three percent of the total enrollment. To be counted, immigrant children must have been enrolled in U.S. schools for less than three years.
(FEDERAL AGENCY: Office of Bilingual Education and Minority Languages Affairs, Department of Education)

Independent Living Services, State Grants: Assists states to promote a philosophy of independent living, including a philosophy of consumer control, peer support, self-help, self-determination, equal access, and individual and system advocacy, in order to maximize the leadership, empowerment, independence, and productivity of individuals with disabilities, and the integration and full inclusion of individuals with disabilities into the mainstream American society, by providing financial assistance for providing, expanding, and improving the provision of independent living services. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Indian Child and Family Education, (FACE): Focuses on beginning the education of children at an early age through parental involvement, increasing high school graduation rates among Indian parents, and encouraging life-long learning. (FEDERAL AGENCY: Bureau of Indian Affairs, Department of the Interior)

Indian Child Welfare Act, Title II Grants: Promotes the stability and security of Indian tribes and families by protecting Indian children and preventing the separation of Indian families and providing assistance to Indian tribes in the operation of child and family service programs. (FEDERAL AGENCY: Bureau of Indian Affairs, Department of the Interior)

Indian Education, Grants to Local Education Agencies: Supports local education agencies in their efforts to reform elementary and secondary school programs that serve Indian students in order to ensure that programs are based on challenging State content standards and student performance standards that are used for all students, and are designed to assist Indian students in meeting those standards and in reaching the National Education Goals. (FEDERAL AGENCY: Office of Assistant Secretary for Elementary and Secondary Education, Department of Education)

International Education Exchange: Supports international education exchange activities between the United States and eligible countries in civics and government education and economic education. Eligible countries include Central European countries, Eastern European countries, Lithuania, Latvia, Estonia, Georgia, the Commonwealth of Independent States, and any country that formerly was a republic of the Soviet Union whose political independence is recognized in the United States.
(FEDERAL AGENCY: Office of Assistant Secretary for Educational Research and Improvement, Department of Education)

Juvenile Justice and Delinquency Prevention, Allocation to States (State Formula Grants): Increases the capacity of state and local governments to support the development of more effective education, training, research, prevention, diversion, treatment, and rehabilitation programs in the area of juvenile delinquency and programs to improve the juvenile justice system. (FEDERAL AGENCY: Office of Juvenile Justice and Delinquency Prevention, Department of Justice)

Juvenile Justice and Delinquency Prevention, Special Emphasis (Program Grants, Discretionary Grants and Contracts): Develops and implements programs that design, test, and demonstrate effective approaches, techniques, and methods for preventing and controlling juvenile delinquency such as community-based alternatives to institutional confinement; developing and implementing effective means of diverting juveniles from the traditional juvenile justice and correctional system; programs stressing advocacy activities aimed at improving services to youth impacted by the juvenile justice system; model programs to strengthen and maintain the family unit; prevention and treatment programs relating to juveniles who commit serious crimes; programs to prevent hate crimes; and a national law-related education of delinquency prevention. (FEDERAL AGENCY: Office of Juvenile Justice and Delinquency Prevention, Department of Justice)

Juvenile Mentoring Program, (JUMP): Reduces juvenile delinquency and gang participation, improves academic performance, and reduces the dropout rate through the use of mentors for at-risk youth. (FEDERAL AGENCY: Office of Juvenile Justice and Delinquency Prevention, Department of Justice)

Learn and Serve America, School and Community Based Programs: Encourages elementary and secondary schools and community-based agencies to create, develop, and offer service-learning opportunities for school-age youth; educate teachers about service-learning and incorporate service-learning opportunities into classrooms to enhance academic learning; coordinate adult volunteers in schools; and introduce young people to a broad range of careers and encourage them to pursue further education and training. (FEDERAL AGENCY: Corporation for National and Community Service)

Magnet Schools Assistance in Desegregating Districts: Provides grants to eligible LEAs for use in magnet schools that are a part of approved desegregation plans and that are designed to bring together students from different social, economic, racial and ethnic backgrounds. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Medical Assistance Program (Medicaid; Title XIX): Provides financial assistance to states for payment of medical assistance on behalf of cash assistance recipients, children, pregnant women, and the aged who meet income and resource requirements, and other categorically-eligible groups. Financial assistance is also provided to states to pay for Medicare premiums, co-payments and deductibles of qualified Medicare beneficiaries meeting certain income requirements. (FEDERAL AGENCY: Health Care Financing Administration, Department of Health and Human Services)

Migrant Education, Basic State Formula Grant Program: Establishes or improves programs to meet the special educational needs of children of migratory agricultural workers or migratory fishers. Program funds are used for compensatory education programs for migratory children. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

National School Lunch Program (School Lunch Program): Assists states, through cash grants and food donations, in making the school lunch program available to school students and encourages the domestic consumption of nutritious agricultural commodities. (FEDERAL AGENCY: Food and Nutrition Service, Department of Agriculture)

National Service Trust Program (Americorps): Supports programs that address the nation's human, educational, environmental, and public safety needs through service that provides a direct benefit to the community in which it is performed. Programs must also have an impact on their participants, developing public-spirited, effective citizens with the skills needed for life-long contributions to solving the pressing problems facing our communities and our nation. National service participants may not displace existing workers or duplicate their functions. (FEDERAL AGENCY: Corporation for National and Community Service)

Rehabilitation Services, Basic Support (Vocational Rehabilitation Services Program): Assists states in operating comprehensive, coordinated, effective, efficient and accountable programs of vocational rehabilitation which assess, plan, develop, and provide vocational rehabilitation services for individuals with disabilities, consistent with their strengths, resources, priorities, concerns, abilities, and capabilities so they may prepare for and engage in competitive employment. (FEDERAL AGENCY: Office of Assistant Secretary of Special Education and Rehabilitative Services, Department of Education)

Safe and Drug-Free Schools and Communities, State Grants: Supports programs created to meet the National Education Goal that, by the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol. Encourages a disciplined environment conducive to learning, by preventing violence in and around schools and strengthen programs that prevent the illegal use of alcohol, tobacco, and drugs, involve parents, and coordinated with related Federal, State, and community efforts and resources. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

School Breakfast Program: Assists states in providing a nutritious non-profit breakfast service for school students, through cash grants and food donations. (FEDERAL AGENCY: Food and Nutrition Service, Department of Agriculture)

Special Education, Personnel Preparation to Improve Services and Results for Children with Disabilities: (1) Helps address State-identified needs for qualified personnel in special education, related services, early intervention, and regular education, to work with children with disabilities; and (2) ensures that those personnel have the skills and knowledge, derived from practices that have been determined, through research and experience, to be successful, that are needed to serve those children. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Special Education, Preschool Grants: Provides grants to states to assist them in providing a free appropriate public education to preschool disabled children aged three to five years, and at the State's discretion, to two-year-old children with disabilities who will reach age three during the school year. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Special Education, State Grants (Part B, Individuals with Disabilities Education Act): Provides grants to states that assist them in providing a free appropriate public education to all children with disabilities. (FEDERAL AGENCY: Office of Special Education and Rehabilitative Services, Department of Education)

Special Milk Program for Children: Provides subsidies to schools and institutions to encourage the consumption of fluid milk by children. (FEDERAL AGENCY: Food and Nutrition Service, Department of Agriculture)

Special Supplemental Nutrition Program for Women, Infants, and Children (WIC Program): Provides, at no cost, supplemental nutritious foods, nutrition education, and referrals to health care to low-income pregnant, breastfeeding and postpartum women, infants, and children to age five determined to be at nutritional risk. (FEDERAL AGENCY: Food and Nutrition Service, Department of Agriculture)

State Children's Insurance Program, (CHIP): Provides funds to States to enable them to initiate and expand child health assistance to uninsured, low-income children. Assistance should be provided primarily by two methods: (1) Obtain health insurance coverage that meets the requirements in Section 2103 relating to the amount, duration, and scope of benefits; or (2) expand eligibility for children under the State's Medicaid program. (FEDERAL AGENCY: Health Care Financing Administration, Department of Health and Human Services)

Summer Food Service Program for Children: Assists states, through grants-in-aid and other means, to conduct non-profit food service programs for needy children during the summer months and at other approved times when schools are closed for vacation. (FEDERAL AGENCY: Food and Nutrition Service, Department of Agriculture)

Tech-Prep Education: Distributes funds to States to enable them to provide planning and demonstration grants to consortia of local educational agencies and postsecondary educational agencies, for the development and operation of 4-year programs designed to provide a tech prep education program leading to a 2-year associate degree or a 2-year certificate and to provide, in a systematic manner, strong, comprehensive links between secondary schools and postsecondary educational institutions. (FEDERAL AGENCY: Office of Assistant Secretary for Vocational and Adult Education, Department of Education)

Title I Programs, Local Education Agencies (Title I Basic, Concentration, and Targeted Grants): Provides compensatory instructional activities to educationally deprived children that reside in low-income areas and have been selected on the basis of a needs assessment. Services must supplement, not supplant, those normally provided by state and local education agencies. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Title I Program For Neglected and Delinquent Children: Provides education continuity for children and youth in State-run institutions for juveniles and in adult correctional institutions, so that these youth can make successful transitions to school or employment once they are released from State institutions. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Tribal Youth Program, (TYP): Supports and enhances tribal efforts for comprehensive delinquency prevention, control, and juvenile justice system improvement for Native American youth. (FEDERAL AGENCY: Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, Department of Justice)

Twenty-First Century Community Learning Centers: Enables rural and inner city public elementary and secondary schools or consortia of such schools to plan, implement, or expand projects that benefit the educational, health, social service, cultural, and recreational needs of their community. (FEDERAL AGENCY: Office of Assistant Secretary for Education Research, Statistics, and Improvement, Department of Education)

Upward Bound: Generates the skills and motivation necessary for success in education beyond high school among low-income and potential first-generation college students and veterans. The goal of the program is to increase the academic performance and motivational levels of eligible enrollees so that such persons may complete secondary school and successfully pursue postsecondary educational programs. Except for veterans who can be served regardless of age, project participants must be between 13 and 19 years old and have completed the eighth grade but not have entered the twelfth grade (exceptions allowed). (FEDERAL AGENCY: Office of Postsecondary Education, Department of Education)

Vocational Education, Basic Grants to States: Basic grants assist States and outlying areas to expand and improve their programs of vocational education and provide equal access in vocational education to special needs populations. The populations assisted by Basic Grants range from secondary students in pre-vocational courses through adults who need retraining to adapt to changing technological and labor market conditions. (FEDERAL AGENCY: Office of Assistant Secretary for Vocational and Adult Education, Department of Education)

Vocational Education, Indians: Makes grants and contracts with Indian Tribes or tribal organizations and Bureau of Indian Affairs funded schools to plan, conduct, and administer programs or portions of programs authorized by and consistent with the Carl D. Perkins Vocational Education Act. (FEDERAL AGENCY: Office of Vocational and Adult Education, Department of Education)

Women's Educational Equity (Women's Educational Equity Act Program): (1) Promotes educational equity for women in the United States; (2) promotes educational equity for women who suffer multiple discrimination, bias, or stereotyping based on sex, race, limited-English proficiency, ethnic origin, disability, or age; and (3) enables educational agencies and institutions to meet the requirements of Title IX of the Education Amendments of 1972. (FEDERAL AGENCY: Office of Elementary and Secondary Education, Department of Education)

Appendix K

COURSE CODES AND TITLES[1]

01: Agriculture and Renewable Natural Resources

0101 Introduction to Agriculture
0102 Agriculture—Comprehensive
0103 Agriculture Mechanics/Equipment/Structures
0104 Animal Production/Science
0105 Plant Production/Science
0106 Agricultural Production
0107 Agricultural Management
0108 General Horticulture
0109 Ornamental Horticulture
0113 Wildlife Management
0114 Forestry
0115 Natural Resources Management
0123 Animal Processing
0124 Agricultural Processing
0195 Agriculture—Related Subjects
0197 Agriculture—OJT
0198 Agriculture—Co-op
0199 Agriculture—Other

02: Business

0201 Business/Office Career Exploration
0202 Office Procedures—Comprehensive
0203 Office Services
0204 Keyboarding
0205 Word Processing
0206 Recordkeeping
0207 Accounting
0208 Notetaking
0209 Shorthand
0210 Office Machines
0221 Introductory Business
0223 Business Management
0224 Entrepreneurship
0225 Banking and Finance
0296 Business—Independent Study
0297 Business—OJT
0298 Business—Co-op
0299 Business—Other

03: Computer and Information Sciences

0301 Basic Computer
0302 General Computer Applications
0303 Business Computer Applications
0313 Business Programming
0314 Data Systems/Processing
0315 Computer Graphics
0316 Computing Systems
0317 Computer Technology
0318 Network Technology
0323 Computer Science/Programming
0324 BASIC Programming
0325 Pascal Programming
0326 Computer Programming—Other Language
0327 AP Computer Science
0328 IB Computing Studies
0395 Computer and Information Sciences—Related Subjects
0396 Computer and Information Sciences—Independent Study
0397 Computer and Information Sciences—OJT
0398 Computer and Information Sciences—Co-op
0399 Computer and Information Sciences—Other

04: Construction Trades

0401 Construction Careers Exploration
0402 Construction
0414 Carpentry
0415 Framing Carpentry
0416 Particular Topics in Carpentry
0417 Woodworking
0418 Cabinetmaking
0423 Masonry
0431 Air Conditioning
0432 Refrigeration
0433 Heating
0434 Air Conditioning/Refrigeration
0435 Air Conditioning/Heating/Refrigeration
0436 Heating/Ventilation/Air Conditioning
0437 Particular Topics in HVACR
0438 Plumbing
0439 Plumbing and Heating

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[1] U.S. Department of Education. National Center for Education Statistics. *A Pilot Standard National Course Classification System for Secondary Education.* NCES 95-480. Project Officer: Gerald Malitz. Washington, DC: 1995.

0441 Exploration of Electricity/Electronics
0442 Electricity—Comprehensive
0443 Residential Wiring
0444 Industrial Electricity
0445 Particular Topics in Electricity
0452 Electronics—General
0453 Particular Topics in Electronics
0462 Electricity/Electronics—General
0463 Particular Topics in Electricity/Electronics
0473 Building Maintenance
0494 Electricity/Electronics—Related Subjects
0495 Construction Trades—Related Subjects
0497 Construction Trades—OJT
0498 Construction Trades—Co-op
0499 Construction Trades—Other

05: Consumer and Homemaking Education

0502 Consumer Home Economics—General
0503 Food & Nutrition
0504 Food Science
0505 Child Development/Parenting
0506 Clothing/Sewing
0513 Life Skills
0514 Self Management
0515 Family Living
0516 Personal Development
0517 Consumer Economics/Personal Finance
0523 Home Furnishing
0524 Home Maintenance
0525 Special Education Home Maintenance
0526 Consumer and Homemaking Education—Integrated
0599 Consumer and Homemaking Education—Other

06: Cosmetology

0603 Cosmetology—Licensing
0604 Barbering
0605 Cosmetology—Non-licensing
0606 Cosmetology—Nail Specialization
0607 Cosmetology—Facial Specialization
0695 Cosmetology—Related Subjects
0697 Cosmetology—OJT
0698 Cosmetology—Co-op
0699 Cosmetology—Other

07: Drafting

0701 Drafting Careers Exploration
0702 Drafting—General
0703 Drafting—Architectural
0704 Drafting—Civil/Structural
0705 Drafting—Electrical/Electronic
0706 Drafting—Technical/Mechanical
0707 CAD Design and Software
0712 Blueprint Reading—General
0713 Blueprint Reading—Related
0795 Drafting—Related Subjects
0796 Drafting—Independent Study
0797 Drafting—OJT
0798 Drafting—Co-op
0799 Drafting—Other

08: Elective Activities

0801 Standardized Test Preparation
0802 State Test Preparation
0803 Study Skills
0811 Dropout Prevention Program
0821 Student Aide
0822 Office Aide
0823 Teacher Aide
0824 Guidance Aide
0825 Library/AVC Aide
0831 Tutoring Practicum
0832 Tutorial
0833 Study Hall
0841 Leadership
0842 School Orientation
0843 School Governance
0851 Community Service
0852 Executive Internship with Seminar
0853 Executive Internship without Seminar
0861 Values Clarification
0862 Seminar
0896 Independent Research
0899 Elective Activities—Other

09: Energy, Power, and Transportation Technologies

0901 Introduction to Automobiles
0911 Introduction to Mechanics/Transportation
0912 Automotive Mechanics—Comprehensive
0913 Particular Topics in Automotive Mechanics
0914 Automotive Service
0915 Diesel Mechanics—General
0916 Particular Topics in Diesel Mechanics
0917 Motorcycle Mechanics
0918 Small Engine Mechanics
0919 Marine Mechanics
0922 Aircraft Power Plant
0923 Aircraft Airframe
0933 Automotive Detailing and Reconditioning

0942 Automotive Body Repair and Refinishing—General
0943 Particular Topics in Automotive Body Repair and Refinishing
0944 Boat Repair/Refinishing
0953 Aviation
0954 Barge and Boat Operation
0963 Energy/Power
0995 Transportation Technology—Related Subjects
0997 Transportation Technology—OJT
0998 Transportation Technology—Co-op
0999 Transportation Technology—Other

10: English Language and Literature

1001 English/Language Arts I (9th grade)
1002 English/Language Arts II (10th grade)
1003 English/Language Arts III (11th grade)
1004 English/Language Arts IV (12th grade)
1005 English/Literature (lower level)
1006 English/Literature (upper level)
1007 English/Composition (lower level)
1008 English/Composition (upper level)
1009 Language Arts Laboratory
1010 Literature
1011 Composition
1012 AP English Language and Composition
1013 AP English Literature and Composition
1014 IB Language A (English)
1021 Creative Writing
1022 Technical Writing
1031 Assisted Reading
1032 Advanced Reading
1041 American Literature/History
1042 Literature/Fine Arts
1051 English Morphology and Grammar
1061 English as a Second Language
1071 Business/Applied English
1072 Applied Communications—AIT
1081 Public Speaking
1082 Forensics—Inclusive
1083 Forensics—Debate
1084 Forensics—Individual Event
1093 English Aide
1096 English Language and Literature—Independent Study
1099 English Language and Literature—Other

11: Fine and Performing Arts

1101 Dance Technique
1102 Dance Repertory
1103 Expressive Movement
1105 Dance Appreciation
1106 Dance—Independent Study
1109 Dance—Other
1111 Introduction to the Theater
1112 Drama/Stagecraft—Comprehensive
1113 Drama—Acting/Performance
1114 Drama—Stagecraft
1115 Directing
1116 Playwriting
1117 History and Literature of the Theater
1118 Drama/Stagecraft—Independent Study
1119 Drama/Stagecraft—Other
1120 General Band
1121 Concert/Marching Band
1122 Concert Band
1123 Marching Band
1124 Orchestra
1125 Contemporary Band
1126 Instrumental Ensembles
1127 Piano
1128 Guitar
1129 Individual Technique—Instrumental Music
1130 Chorus
1131 Vocal Ensembles
1132 Individual Technique—Vocal Music
1141 Music Theory
1142 AP Music Theory
1143 IB Music
1144 Music History/Appreciation
1146 Music—Independent Study
1149 Music—Other
1151 Art Appreciation
1152 Art History
1153 AP Art—History of Art
1161 Creative Art—Comprehensive
1162 Creative Art—Drawing/Painting
1163 Creative Art—Sculpture
1164 Ceramics/Pottery
1165 Printmaking/Graphics
1166 Textiles
1167 Crafts
1171 Photography
1172 Film/Videotape
1175 Computer-Assisted Art
1181 Art Portfolio
1182 AP Studio Art—General Portfolio
1183 AP Studio Art—Drawing Portfolio
1184 IB Art/Design
1186 Visual Art—Independent Study
1189 Visual Art—Other
1194 Integrated Fine Arts
1195 Fine and Performing Art—Related Subjects
1196 Fine and Performing Art—Independent Study
1199 Fine and Performing Art—Other

12: Foreign Language and Literature
1201 Spanish
1202 AP Spanish Language
1203 AP Spanish Literature
1205 French
1206 AP French Language
1207 AP French Literature
1208 Italian
1210 German
1211 AP German Language
1212 Portuguese
1213 Russian
1214 Other European languages
1215 Latin
1216 AP Latin (Vergil, Catullus and Horace)
1217 Greek
1218 Hebrew
1221 Mandarin
1222 Cantonese
1223 Japanese
1224 Korean
1225 Vietnamese
1226 Tagalog or other Filipino language
1227 Other East Asian, Southeast Asian, or Pacific Island languages
1228 Other Asian languages
1231 Native American languages
1241 African languages
1251 Other languages
1261 IB Language A (non-English)
1262 IB Language B
1263 IB Classical Languages
1271 Spanish for Native Spanish Speakers
1272 Language for Native Speakers
1281 Sign Language
1296 Foreign Language and Literature—Independent Study
1299 Foreign Language and Literature—Other

13: Graphic and Printing Communication

1300 Communication Exploration
1301 Graphic Communication Exploration
1311 Printing Careers Exploration
1313 Graphic Arts/Printing
1323 Commercial Art
1333 Commercial Photography
1395 Graphic and Printing Communication—Related Subjects
1397 Graphic and Printing Communication—OJT
1398 Graphic and Printing Communication—Co-op
1399 Graphic and Printing Communication—Other

14: Health and Safety Education
1401 Health Education
1402 Health and Fitness
1403 Community Health
1404 Special Needs Health Education
1405 Safety and First Aid
1406 Health for Parenting Teens
1407 Health and Life Management
1411 Drivers' Education—Classroom only
1412 Drivers' Education—Classroom and Laboratory
1413 Health/Drivers' Education
1499 Health Education—Other

15: Health Care Sciences

1501 Health Care Occupations Career Exploration
1502 Health Care Occupations
1503 Allied Health Occupations
1504 Nursing
1505 Nursing—LPN
1506 Home Health Care
1513 Medical/Clerical Assisting
1514 Medical Office
1515 Medical Lab Technology
1516 EKG Technology
1517 Emergency Medical Technology
1518 Surgical Technology
1519 Central Service Technology
1523 Dental Assisting
1524 Dental Laboratory Technology
1533 Vision Care Assisting
1595 Health Care Sciences—Related Subjects
1596 Health Care Sciences—Independent Study
1597 Health Care Sciences—OJT
1598 Health Care Sciences—Co-op
1599 Health Care Sciences—Other

16: Industrial/Technology Education

1603 Career Exploration
1604 Employability Skills
1605 Diversified Occupations
1606 Work Experience
1607 OJT—Non-specified Program
1608 Co-op—Non-specified Program
1611 General Industrial Arts
1612 Materials and Processes
1613 Metal and Wood Technology
1614 Industrial Safety/First Aid
1623 Production Systems
1624 Manufacturing Systems
1625 Technology Systems
1626 Emergent Technologies

1627 Research and Development
1633 Appliance Repair
1634 Equipment Maintenance and Repair
1643 Upholstery
1695 Industrial/Technology Education—Related Subjects
1696 Industrial/Technology Education—Independent Study
1697 Industrial/Technology Education—OJT
1698 Industrial/Technology Education—Co-op
1699 Industrial/Technology Education—Other

17: Life and Physical Sciences

1701 Earth Science
1702 Geology
1703 Physical Science
1704 IB Physical Science
1711 Biology—First Year
1712 Biology—Advanced Studies
1713 Anatomy and Physiology
1714 Biology—Specific Topics
1715 AP Biology
1716 IB Biology
1721 Chemistry—First Year
1722 Chemistry in the Community
1723 Chemistry—Advanced Studies
1724 Chemistry—Specific Topics
1725 AP Chemistry
1726 IB Chemistry
1731 Physics—First Year
1732 Principles of Technology
1733 Physics—Advanced Studies
1734 Physics—Specific Topics
1735 AP Physics B
1736 AP Physics C
1737 IB Physics
1741 Integrated Science
1742 Unified Science
1743 Applied Biology/Chemistry—CORD
1751 Environmental Science
1761 Astronomy
1771 Marine Science
1781 Science Technology/Engineering
1782 Origins of Science
1793 Life and Physical Sciences Lab Assistant
1796 Life and Physical Sciences—Independent Study
1799 Life and Physical Sciences– Other

18: Marketing

1801 Marketing Career Exploration
1802 Marketing—General
1803 Marketing—Fashion
1804 Marketing—Real Estate
1805 Marketing—Transportation
1806 Marketing—Other Specialization
1813 Warehouse Operations
1814 Retail Marketing
1815 Cashier/Checker Operations
1823 Principles of Marketing
1824 Principles of Advertising
1825 Principles of Selling
1826 Marketing Management
1896 Marketing—Independent Study
1897 Marketing—OJT
1898 Marketing—Co-op
1899 Marketing—Other

19: Mass Communication

1902 Journalism
1911 Mass Media—Production
1921 Mass Media—Communication
1931 Photojournalism
1996 Mass Communication—Independent Study
1999 Mass Communication—Other

20: Mathematics

2001 NCTM Core Math
2002 Interactive Math Project
2003 Integrated Math
2004 Informal Math—Integrated Approach
2011 Resource Center Math
2012 Basic Math
2013 General Math
2014 Consumer Math—General Math level
2015 Applied Math—General Focus
2016 Applied Math—Occupational Focus
2021 Pre-Algebra
2022 Principles of Algebra and Geometry
2023 Informal Geometry
2024 Applied Math—CORD
2031 Algebra I
2032 Algebra I—Part 1
2033 Algebra I—Part 2
2034 Geometry
2035 Pre-Algebra II
2041 Algebra II
2042 Algebra III
2043 Trigonometry
2044 Algebra II/Trigonometry
2045 Elementary Functions
2046 Analytic Geometry
2047 Math Analysis
2048 Trigonometry/Analytic Geometry

2049 Trigonometry/Math Analysis
2050 Analytic Geometry/Math Analysis
2051 IB Mathematical Studies
2052 IB Mathematics
2053 Pre-Calculus
2054 Discrete Mathematics
2055 Calculus
2056 Multivariate Calculus
2057 Differential Calculus
2058 AP Calculus AB
2059 AP Calculus BC
2061 Probability and Statistics—General Math level
2062 Probability and Statistics—Algebra I level
2063 Probability and Statistics—Algebra II level
2064 Business Math—General Math level
2065 Business Math—Algebra I level
2066 Business Math—Algebra II level
2067 Business Math—Pre-Calculus level
2068 Computer Math—Algebra I level
2069 Computer Math—Algebra II level
2070 Computer Math—Pre-Calculus level
2071 IB Mathematics and Computing—SL
2072 History of Math—Algebra II level
2073 Number Theory—Algebra II level
2074 Abstract Algebra—Pre-Calculus level
2075 Linear Algebra—Pre-Calculus level
2076 Linear Programming—Pre-Calculus level
2096 Mathematics—Independent Study
2099 Mathematics—Other

21: Military Science

2111 Introduction to ROTC
2112 Military ROTC
2121 ROTC Drill
2195 Military Science—Related Subjects
2199 Military Science—Other

22: Multi/Interdisciplinary Studies

2201 Humanities Survey
2202 Humanities
2203 Issues of Western Humanities
2211 IB Theory of Knowledge
2221 Team-Taught Block
2222 Thematic Integration
2223 Issues of American Culture
2224 Travel Program
2299 Multi/Interdisciplinary Studies—Other

23: Physical Education

2301 Physical Education
2302 Physical Education/Health
2303 Physical Education/Drivers' Education
2311 Team Sports
2312 Individual/Dual Sports
2313 Recreation Sports
2314 Fitness/Conditioning Activities
2315 Corps Movement
2316 Adapted Physical Education
2321 Gymnastics
2322 Weight Training
2323 Swimming
2324 Tennis
2325 Specific Sports Activities
2331 Physical Education Equivalent
2332 Off-Campus Sports
2341 Lifetime Fitness Education
2351 Sports Physiology
2399 Physical Education—Other

24: Precision Metalwork

2403 Machining
2404 Particular Topics in Machining
2412 Metalworking
2413 Sheet Metal
2414 Welding
2415 Particular Topics in Welding
2495 Precision Metalwork—Related Subjects
2496 Precision Metalwork—Independent Study
2497 Precision Metalwork—OJT
2498 Precision Metalwork—Co-op
2499 Precision Metalwork—Other

25: Public, Protective, and Social Services

2501 Exploration of Public Service Careers
2503 Community Protection
2504 Public Administration
2513 Criminal Justice Assisting
2523 Fire Fighting
2533 Teacher Assisting
2534 Educational Methodology
2543 Civil Engineering
2595 Public, Protective, and Social Services—Related Subjects
2596 Public, Protective, and Social Services—Independent Study
2597 Public, Protective, and Social Services—OJT
2598 Public, Protective, and Social Services—Co-op
2599 Public, Protective, and Social Services—Other

26: Religious Education and Theology

2601 Religious Foundations
2605 Comparative Religion
2606 Eastern Religions
2607 Western Religions
2611 Scriptures
2612 Bible History
2615 Christology
2621 Liturgy and Prayer
2631 Ethics and Morality
2632 Justice, Peace, and Faith
2635 Christian Lifestyle
2641 Ministry
2642 Ministry—Other
2695 Religious Education and Theology—Related Subjects
2696 Religious Education and Theology—Independent Study
2699 Religious Education and Theology—Other

27: Social Sciences and History

2701 World Geography
2702 Topics in Geography
2703 IB Geography
2704 World History—Overview
2705 World History—Laboratory
2706 World History and Geography
2707 Modern World History
2708 IB History
2709 Modern European History
2710 AP European History
2711 Ancient Civilizations
2712 Medieval European History
2713 Ancient and Medieval History
2714 World Area Studies
2721 U.S. History—Comprehensive
2722 U.S. History—Laboratory
2723 Early U.S. History
2724 Modern U.S. History
2725 AP U.S. History
2726 State-Specific Studies
2727 U.S. Ethnic/Gender Studies
2729 U.S. History—Other
2730 U.S. Government—Comprehensive
2731 U.S. Government—Laboratory
2732 Topics in U.S. Government
2733 Political Science
2734 Comparative Government
2735 International Relations
2736 AP U.S. Government and Politics
2737 AP Comparative Government and Politics
2738 AP Government
2739 Principles of Democracy
2740 Government and Politics—Other
2741 Economics
2742 Comparative Economics
2743 AP Microeconomics
2744 AP Macroeconomics
2745 AP Economics
2746 IB Economics
2751 Contemporary U.S. Issues
2752 Contemporary World Issues
2753 Western Civilization
2761 Law Studies
2762 Consumer Law
2763 Business Law
2764 Legal System
2770 Social Science
2771 Psychology
2772 Topics in Psychology
2773 AP Psychology
2774 IB Psychology
2775 Sociology
2776 Topics in Sociology
2777 Anthropology
2778 Topics in Anthropology
2779 IB Social Anthropology
2780 Philosophy
2781 Topics in Philosophy
2782 Modern Intellectual History
2783 IB Philosophy
2785 IB Organization Studies
2786 Social Science Research
2796 Social Sciences and History—Independent Study
2799 Social Sciences and History—Other

28: Special/Exceptional Education

2802 Special Resources
2803 Community Living
2804 Mobility Instruction
2805 Communication Instruction
2806 Social Development Instruction
2807 Transition
2899 Special/Exceptional Education—Other

29: Vocational Home Economics

2901 Home Economics Career Exploration
2912 Food Service
2913 Food Service and Nutrition
2923 Child Care
2924 Elder Care
2932 Clothing/Textiles
2933 Home Furnishings Production
2942 Hospitality—General

2943 Hospitality—Food Service emphasis
2944 Hospitality—Hotel/Motel emphasis
2945 Travel/Tourism
2952 Institutional Maintenance
2995 Vocational Home Economics—Related Subjects
2997 Vocational Home Economics—OJT
2998 Vocational Home Economics—Co-op
2999 Vocational Home Economics—Other

Appendix L

Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity[1]

The information provided below describes the reasoning for the change in the Race and Ethnicity Data Elements between the 1994 and 2000 Editions of the Student Data Handbook. The Office of Management and Budget (OMB) adopted, in 1997, new standards for classifying race and ethnicity. However, OMB has not endorsed a set of guidelines for tabulating these data in aggregated reports. In the absence of guidelines for tabulating racial and ethnic data, many Departmental Programs have not yet adopted the new standards, but continue to use the older standards set in Directive 15. A description of both is provided here for easy reference.

Directive 15: Presented in the 1994 Edition of the Student Data Handbook

The *Standards for the Classification of Federal Data on Race and Ethnicity* (Statistical Policy Directive No. 15) was issued by the Office of Management and Budget (OMB) in 1977. They were designed to provide standard classification for record keeping, collection, and presentation of data on race and ethnicity in Federal program administrative reporting and statistical activities. As such, these are standards to which all federal agencies and programs must adhere.

Directive 15 required a minimum of five acceptable racial and ethnic categories be included in all federal data collection instruments. The categories and their definitions are as follow:

- **American Indian or Alaskan Native**: A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Pacific Islander**: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
- **Black**: A person having origins in any of the black racial groups of Africa.
- **Hispanic**: A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
- **White**: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

1997 Standards for the Collection of Federal Data on Race and Ethnicity: Presented in the 2000 Edition of the Student Data Handbook

In 1994, in response to the need to reflect the increasing diversity of the population of the United States, OMB began a comprehensive review of the current categories in collaboration with the Interagency Committee for the Review of the Racial and Ethnic Standards. In 1997, OMB accepted the recommendations of the Interagency

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[1] The *Recommendations from the Interagency Committee for the Review of the Racial and Ethnic Standards* is available from the OMB at the federal register web site at **http://www.whitehouse.gov/omb/fedreg/directive_15.html**. *The Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity* are also available from the OMB web site at **http://www.whitehouse.gov/omb/fedreg/ombdir15.html**. The *Draft Provisional Guidance on the Implementation of the 1997 Standards for the Collection of Federal Data on Race and Ethnicity* is available from the OMB web site at **http://www.whitehouse.gov/omb/inforeg/race.pdf**.

Committee. The revised standards have five minimum categories for data on race and two categories for data on ethnicity ("Hispanic or Latino" and "Not Hispanic or Latino). The new categories and their definitions are as follow:

Racial Categories

- **American Indian or Alaska Native**: A person having origins in any of the original peoples of North and South America (including Central America), **and who maintains tribal affiliation or community attachment.**
- **Asian**: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American**: A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."
- **Native Hawaiian or Other Pacific Islander**: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White**: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Ethnic Categories ("Hispanic or Latino" and "Not Hispanic or Latino")

- **Hispanic or Latino**: A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."

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